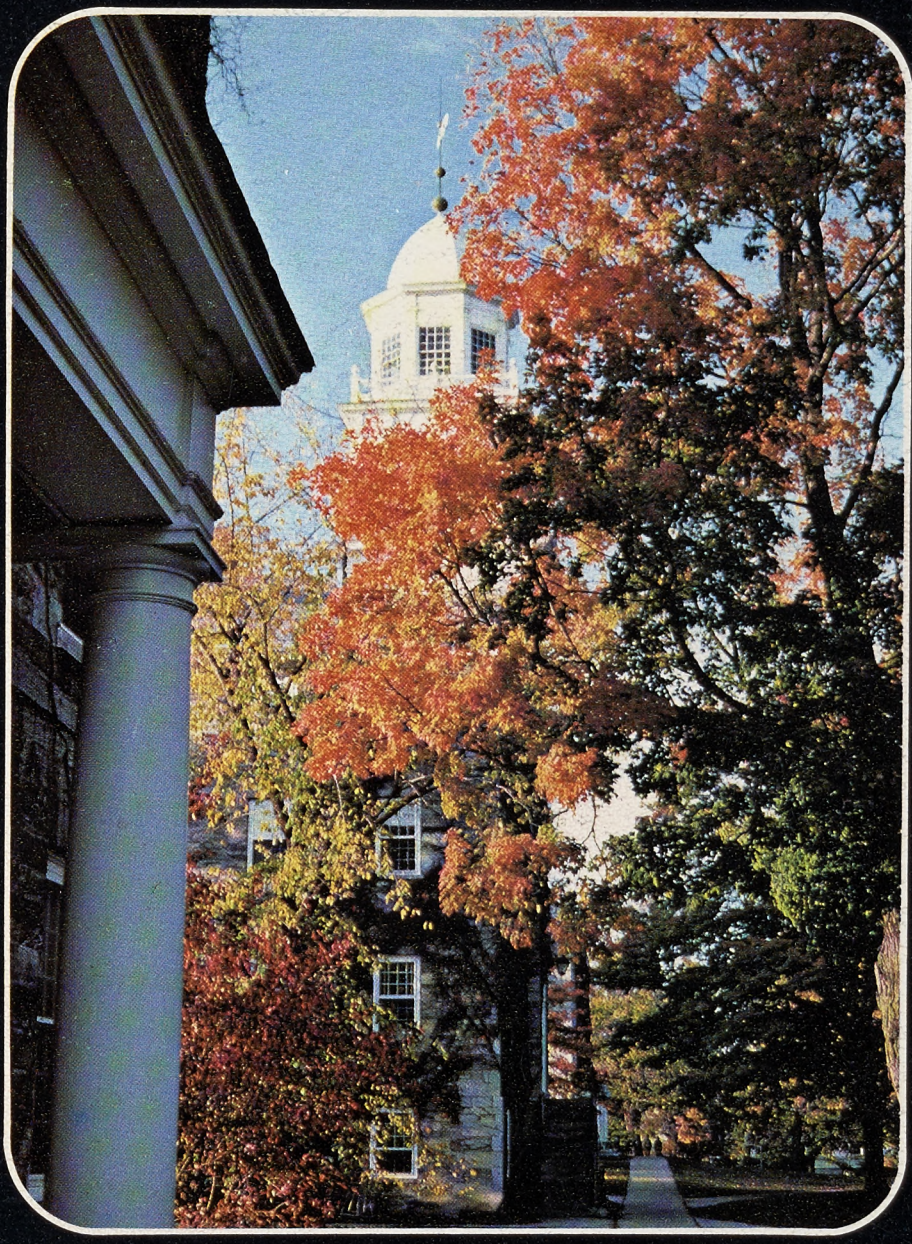

Middlebury College

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

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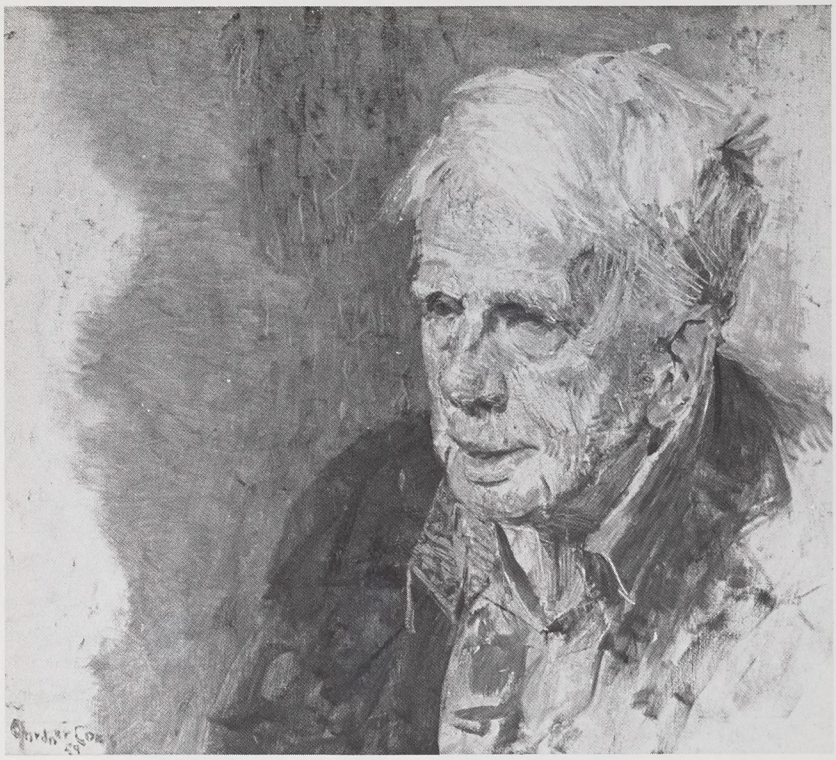

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

From "The Gift Outright" from *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 and the IRS Anti-Bias regulation. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, or ethnic origin in any of its programs or activities.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publication and Communication Services, Forest Hall, Middlebury College, Middlebury, Vermont, in January, March, April and September.

Second-class postage paid at Middlebury, VT 05753

Vol. LXXII, September 1977, No. 4

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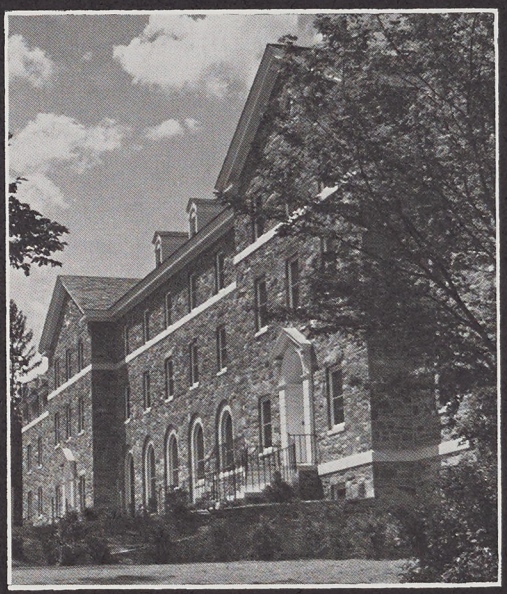
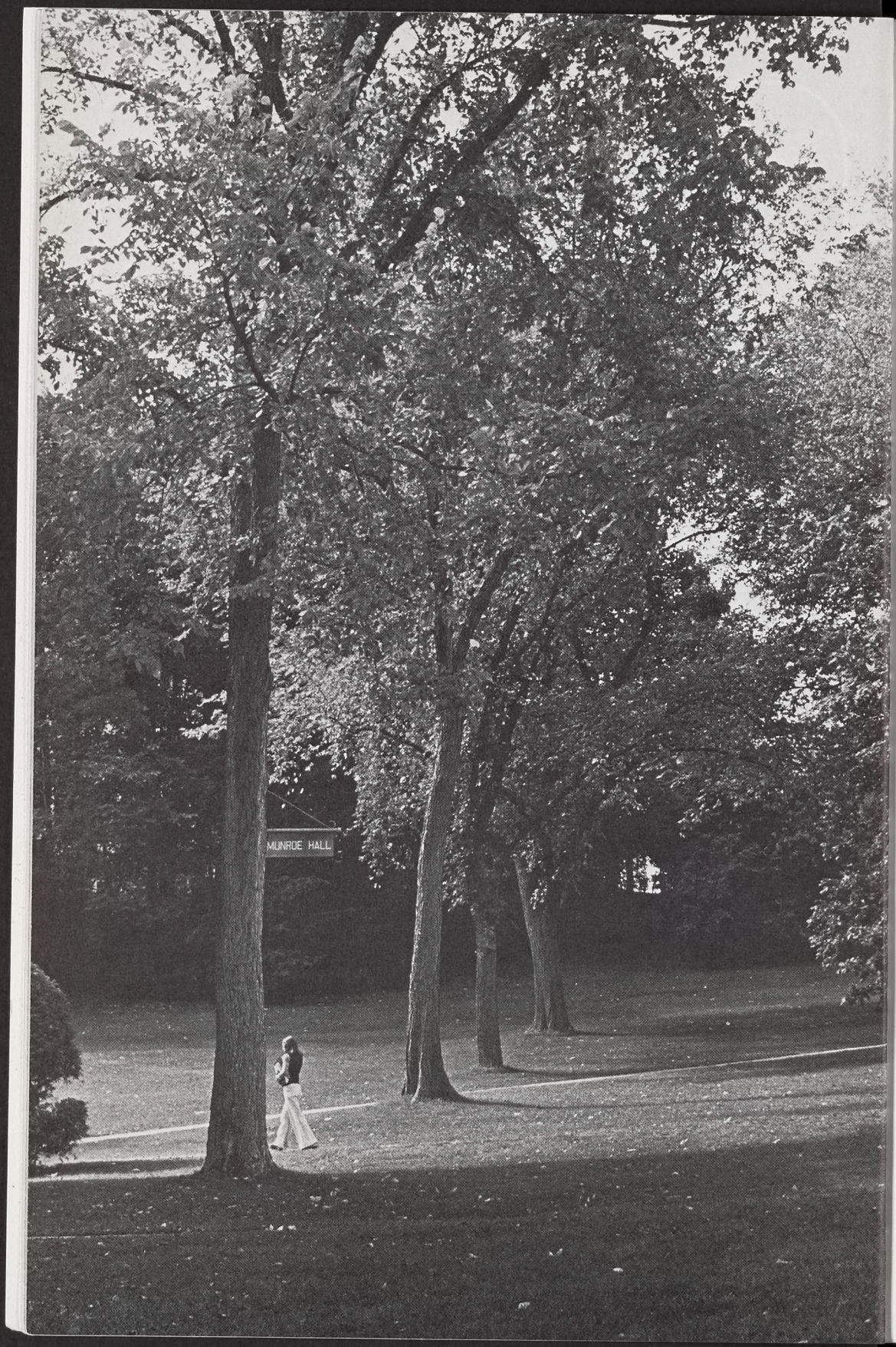
SECTION I



ABOUT MIDDLEBURY


MUNROE HALL

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves...

This booklet shows how students are chosen for Middlebury College and what the College offers to those who come to learn. But nothing Middlebury College gives to young men and women—programs, distinguished faculty, facilities for research—will be of any final value, unless those chosen are willing to offer "the gift outright" of their energies and talents. Accordingly, the Office of Admissions seeks students willing to yield the full measure of their capacity. In learning or sport, in the arts, in dedication to leadership and social service, Middlebury wants those who will give of themselves. This booklet will show what the College can give in return.

Middlebury is a liberal arts college in an area of the country which boasts an unusually high concentration of outstanding colleges and universities. In the spectrum of New England colleges, Middlebury is long in history (founded in 1800), well known for the quality of its educational offerings and among the most selective, not only in the area, but in the nation.

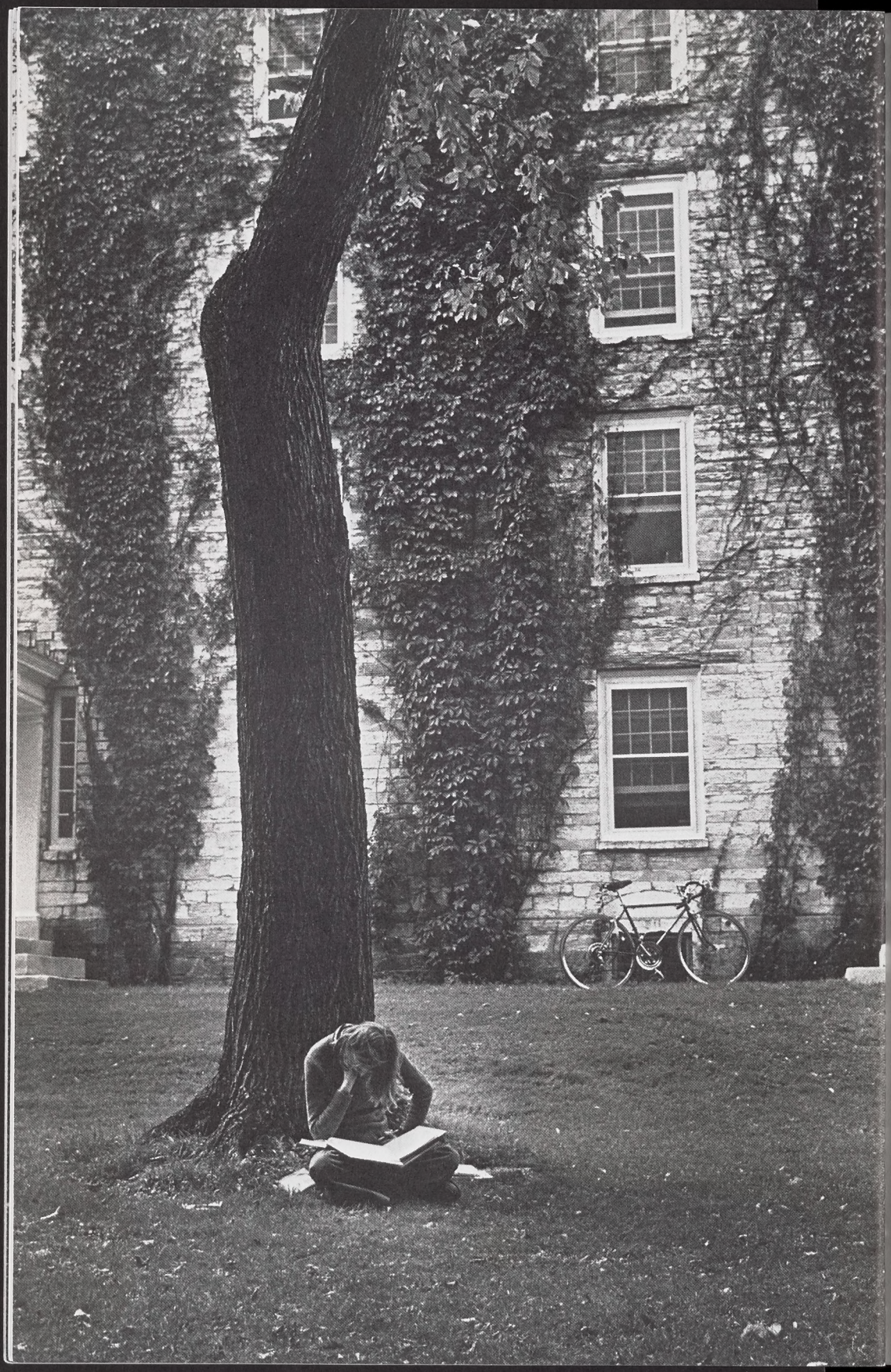
The residential liberal arts college offers a mode of education peculiar to the United States of America. Middlebury is a part of that tradition, and its philosophy of education is not radically distinguishable from that of other excellent liberal arts colleges. Commitment to the liberal arts distinguishes Middlebury College from the pre-professional institute because of the breadth and humanistic bent of the total curriculum. Residence in college facilities may be a more difficult practice to comprehend. It originally grew out of the concerns for inexpensive housing and "moral discipline." From the student's point of view the college dorm was a way station between home and complete independence. *De facto,* residential living offers a considerable "sociological" education in the variegated ways of humankind; the self-contained community of a residential college produces a certain intensity about "the college experience" that cannot be gained in a commuter college.

A majority of any entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Students looking for a smaller liberal arts college rather than the multi-versity may well travel the circle of traditionally well-known men's and women's colleges that dot the landscape of Massachusetts, Connecticut, Maine and the hinterlands of New York. If the search is for academic quality irrespective of size and social environment, Middlebury may be considered along with the major private institutions or the great state universities. Recently many old, established colleges have been in minor commotion because of the problems brought on by the sudden advent of women (or men) to a previously single-sex campus. Whatever turmoils coeducation produces, Middlebury at least has been dealing with them since 1883.

Although Middlebury is in fact highly selective, it is in keen competition with other colleges for students of exceptional promise. Why does a student accepted at a major university or another fine liberal arts college finally decide on Middlebury? Students cite as prime factors coeducation, size, academic program and, very frequently, geography. Located on the western edge of the Green Mountains in a small Vermont town, Middlebury exists in an especially attractive

natural setting. Those who rejoice in urban pleasures may not at first be enchanted with the great national forest, mountains and streams which surround the campus; but they can, if adventurous, explore the resources of the closest great city, Montreal, which is only two hours away by car.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. Although there is much that is common to other institutions of high academic quality, and although much has been borrowed from long association with the other New England colleges and universities, an independence born out of a splendid solitude among the rugged Vermont hills finally defines Middlebury. The College has been forced to be self-reliant because it could not take easy borrowings from close academic neighbors or major cities. The books, the gadgetry and the people which make up a college have been brought to Middlebury for the sole and single purpose of undergraduate education. It was not the natural and easy course to found a college in a Vermont village in 1800, it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit and pride which stamps Middlebury, for all it shares with others, as unique.



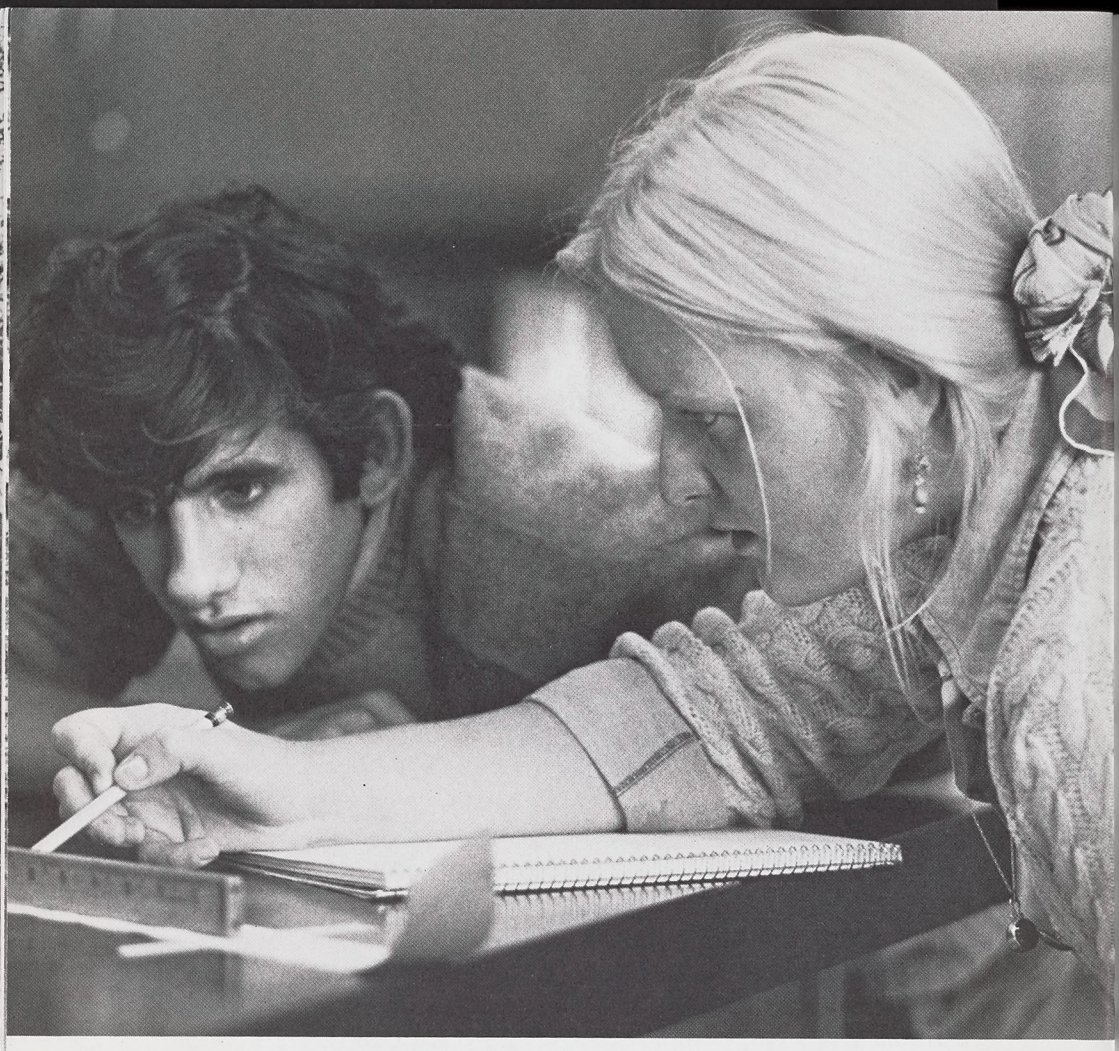
The Middlebury Student

In a recent guidebook to American colleges, Middlebury was listed along with a handful of other colleges and universities as among the most selective in the country. Ability to be selective is clearly reflected in the academic records of the entering classes. Classes normally average about 60 on the new SAT scores. Typically, over 90% of any class have had a B or better average in secondary school (over 50% have had averages of A- or better). As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for unique students who will be able to contribute something of their own to the diverse College community, as well as respond to the contribution of others. Students with relatively poor scores or undistinguished high school standing gain admission on the basis of a demonstrated drive to excel. An exceptionally talented student leader, a dedicated painter or performer, a young person who has shown a will to learn in the face of a below-standard school situation, or a superior athlete may be chosen because the College believes that they can add a special direction to the community while broadening their own personal strengths.

While Middlebury draws heavily from the area where it is best known, the nearby New England and Middle Atlantic states, more than 25% of the students come from areas over 500 miles from the College. About 10% of the student body come from west of the Mississippi. There is usually a scattering of foreign students; recent graduates have come from Ethiopia, Greece, Gambia, Japan, Norway, Nigeria and Nepal.

Middlebury's admissions policy is racially and religiously non-discriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50-50 ratio of men and women students. In line with many other colleges, Middlebury has been making special efforts in recent years to recruit minority group students. The College's Financial Aid Office offers approximately one million dollars each year in aid to students who otherwise could not afford a Middlebury education.

Students who matriculate at Middlebury have high academic aspirations. In a recent survey of freshmen, less than 10% planned at that time to make the AB their terminal degree. About 40% planned a Masters degree, 20% a PhD, 15% a medical degree, and 12% a law degree. The range of career



plans for freshmen is wide: 9% teachers, 6% research scientists, 3% social workers, 5% business management, 3% artists, 3% engineers, and so on. These are typical freshman plans and there will be many changes before graduation. Students often choose a liberal arts college because they want to experiment with career plans and courses of study.

Any personality sketch of Middlebury students must be overbroad and highly subjective. Obviously they are bright, usually highly verbal and almost everyone seems to be "into something" — from rappelling to macramé. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, violinists, electronic experts, and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

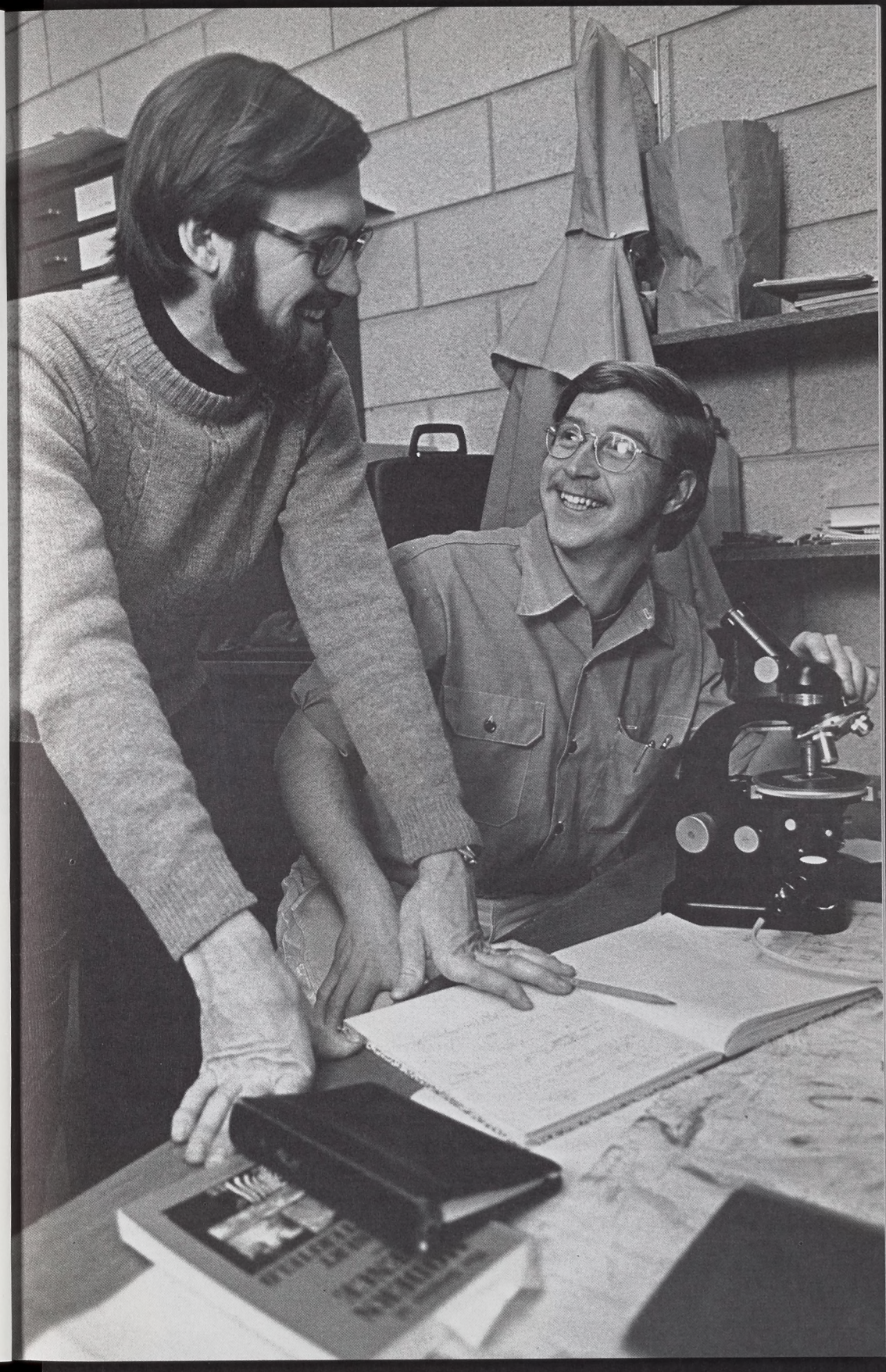
Approximately 80% of the Middlebury faculty involved in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty salaries are in the top scale (of 10) for liberal arts colleges in the listings of the American Association of University Professors. Salary must be competitive, but faculty choose Middlebury because of the teaching opportunities it affords. Excellent faculty like to have excellent students, it is as simple as that. Here is how one faculty member characterizes teaching at Middlebury:

"Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.

At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective, and re-evaluating old views. Because of close and frequent contacts with students as individual persons, teachers have the opportunity to observe them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind."

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they can move directly into full colleague status in their department and have an immediate impact on program and patterns of teaching. It is a young faculty—the average age is just above 40. There are 140 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision which makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline—but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications, research projects, and prizes.



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JOHN D. BERNINGHAUSEN, "The Development of Revolutionary Literature in China," *BCAS*

JOHN CONRON, *The American Landscape: Poetry and Prose,* Oxford University Press.

PAUL M. CUBETA, *Twentieth Century Interpretations of Richard II,* Prentice Hall, Englewood Cliffs, N.J.

THOMAS A. DAVIES ET AL, "Some Geophysical Aspects of Deep-Sea Drilling," *Geophysical Survey.*

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ROBERT HILL, Norton critical edition, *Tennyson's Poetry,* New York.

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EDWARD A. MARTIN, "A Puritan's Satanic Flight: Don Marquis, His Archy, and Anarchy," *Sewanee Review.*

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DAVID ROSENBERG, "Civil Liberties and Martial Law in the Philippines," *Pacific Affairs.*

GEORGE SAUL ET AL, "Post fertilization effects of incompatibility factors in Mormoniella," *Molecular Genetics.*

PARDON TILLINGHAST, *The Specious Past: Historians and Others,* Addison Wesley.

VAN HORN VAIL, THOMAS HUBER, KIMBERLY SPARKS, *Tonio Kroger als Weg zur Literatur,* Harcourt Brace Jovanovich.

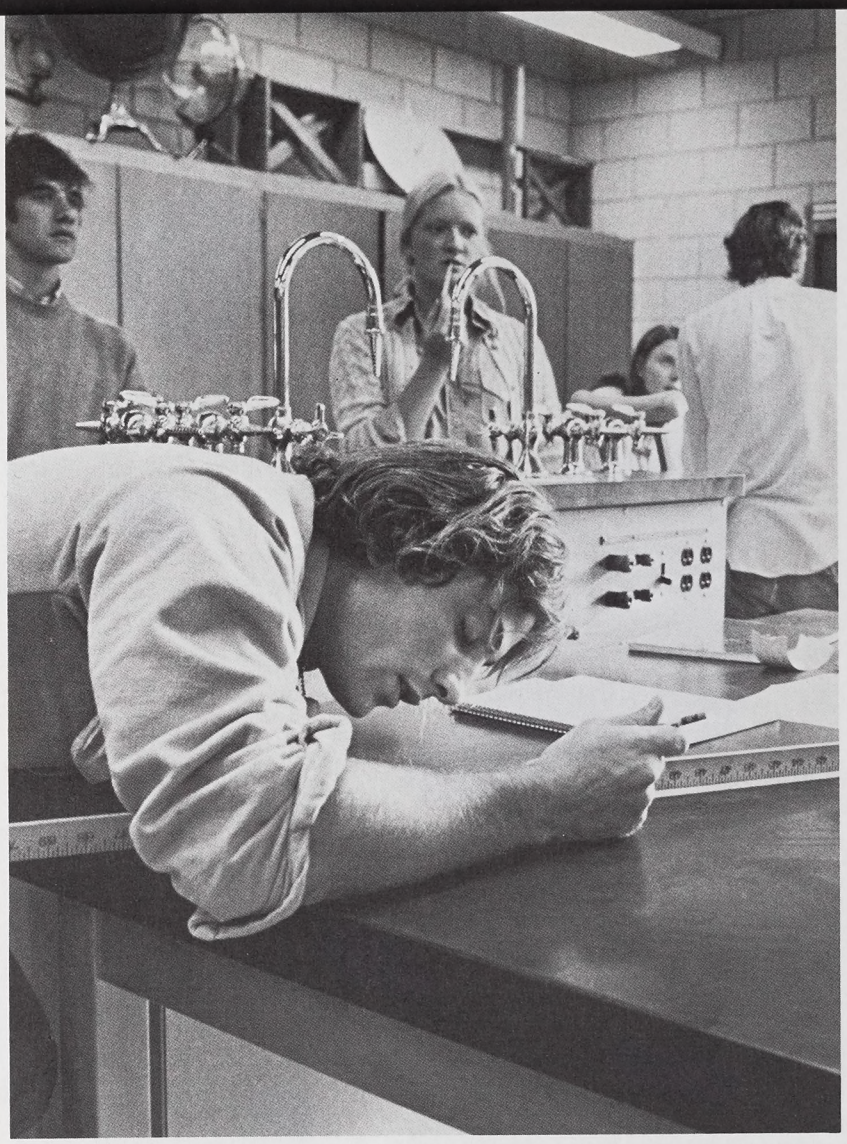
FRANK WINLER ET AL, "New sensors for the automatic sorting of municipal solid waste," *Journal of Waste Recycling.*

KLAUS WOLFF, "Textile bleaching and the birth of the Chemical industry," *Business History Review.*

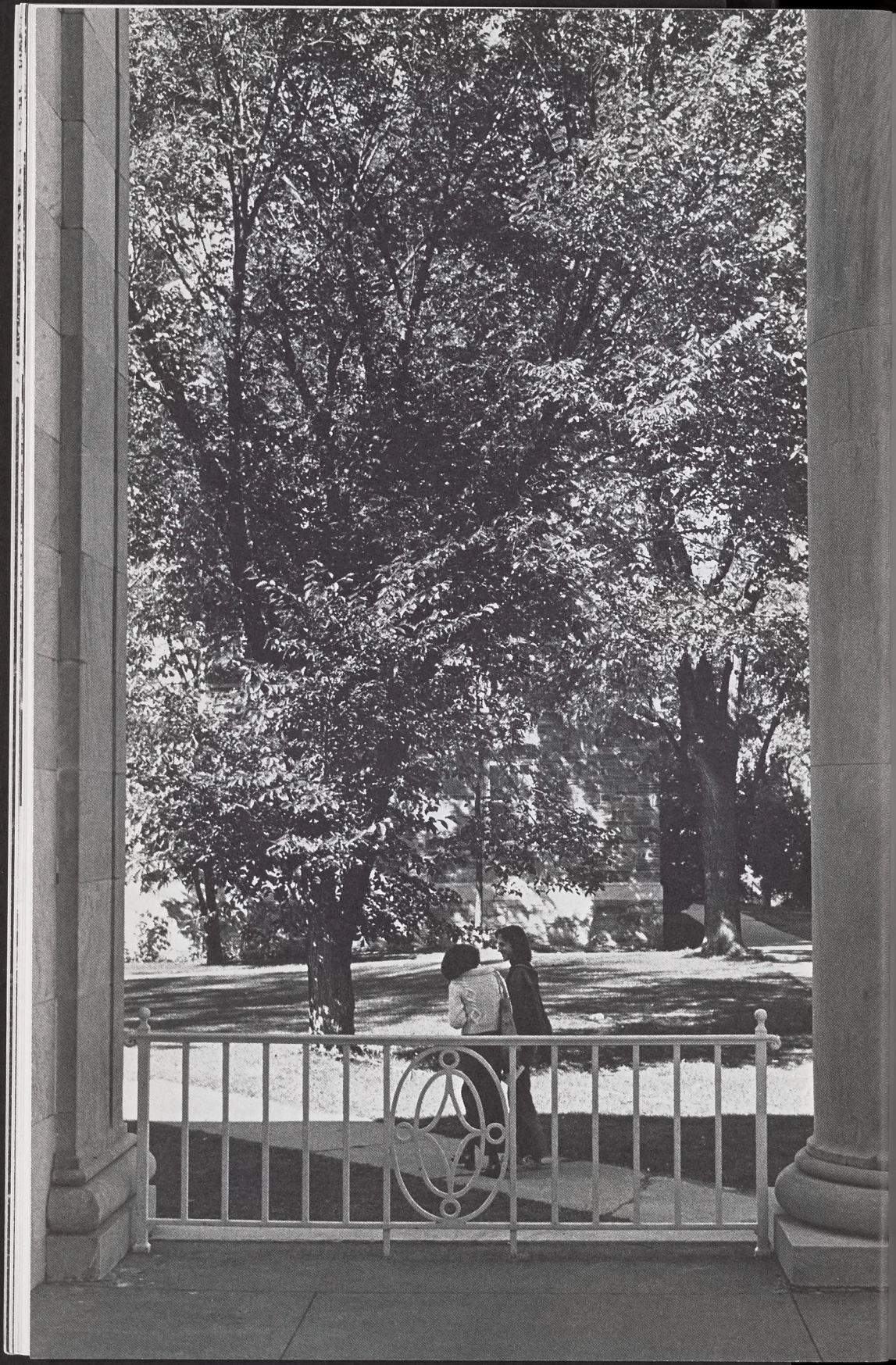
What Is "Higher" in Higher Education?

A national educational journal recently recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been utilized, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, is start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.



What is illustrated by this story is not mere cleverness, it is the considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.



"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things—a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government was reorganized most successfully serveral years ago around a core constituency based on department majors rather than dormitories or class years.

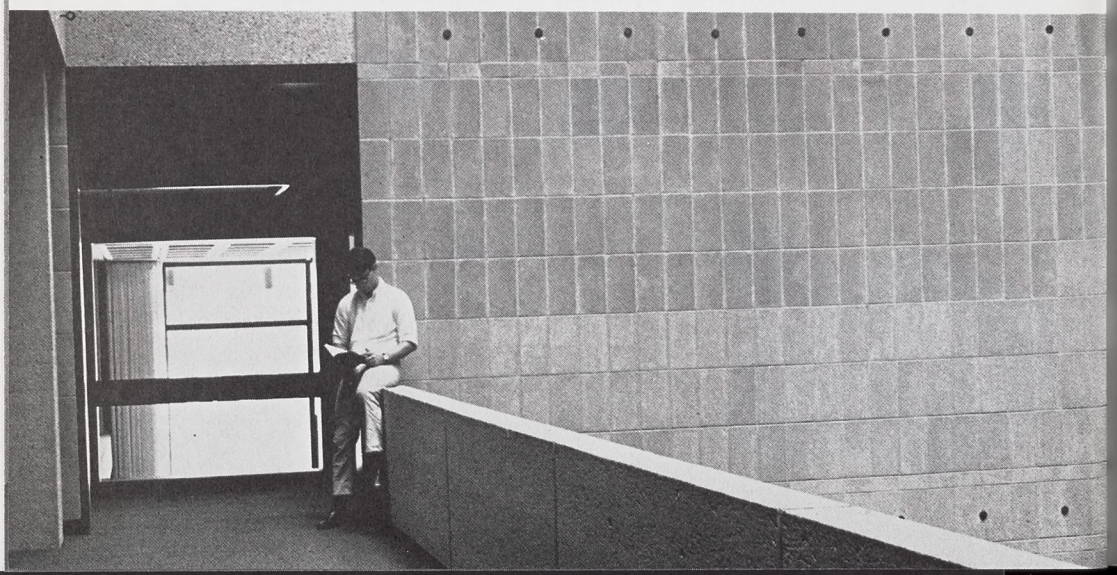
About 40% of freshmen expect to change majors and indeed they actually do. This is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology, and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, and Languages and Science may take on a range of complexity, depth, and subtlety which transforms them into qualitatively different subjects. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Science, Foreign Language, and Natural Science. There is a brief sketch of the program, personnel, and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.

THE HUMANITIES

Why do students major in English or the other literary areas of the humanities—American Literature, Philosophy or Religion—since relatively few take up careers as poets, philosophers, or divines? Two reasons should be singled out for special comment. Both English and American Literature are many-faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions—critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, Religion and Philosophy, a particularly intense interest in individual human experience. The Social Sciences, as their name implies, are more concerned with man in community and culture, with the generalizable and formulable regularities of man's activity. The Humanities may focus on how it feels for the single man to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God and man, the Humanities point uniquely to the most personal core of human exprience.

The departments of Music and Art complete the roster of the Humanities. In these areas, too, personal, individual expression is central but they differ from the literary Humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these areas—even those working in the more theoretical aspects of the subject—are expected to design, compose, create, or perform as well as know.



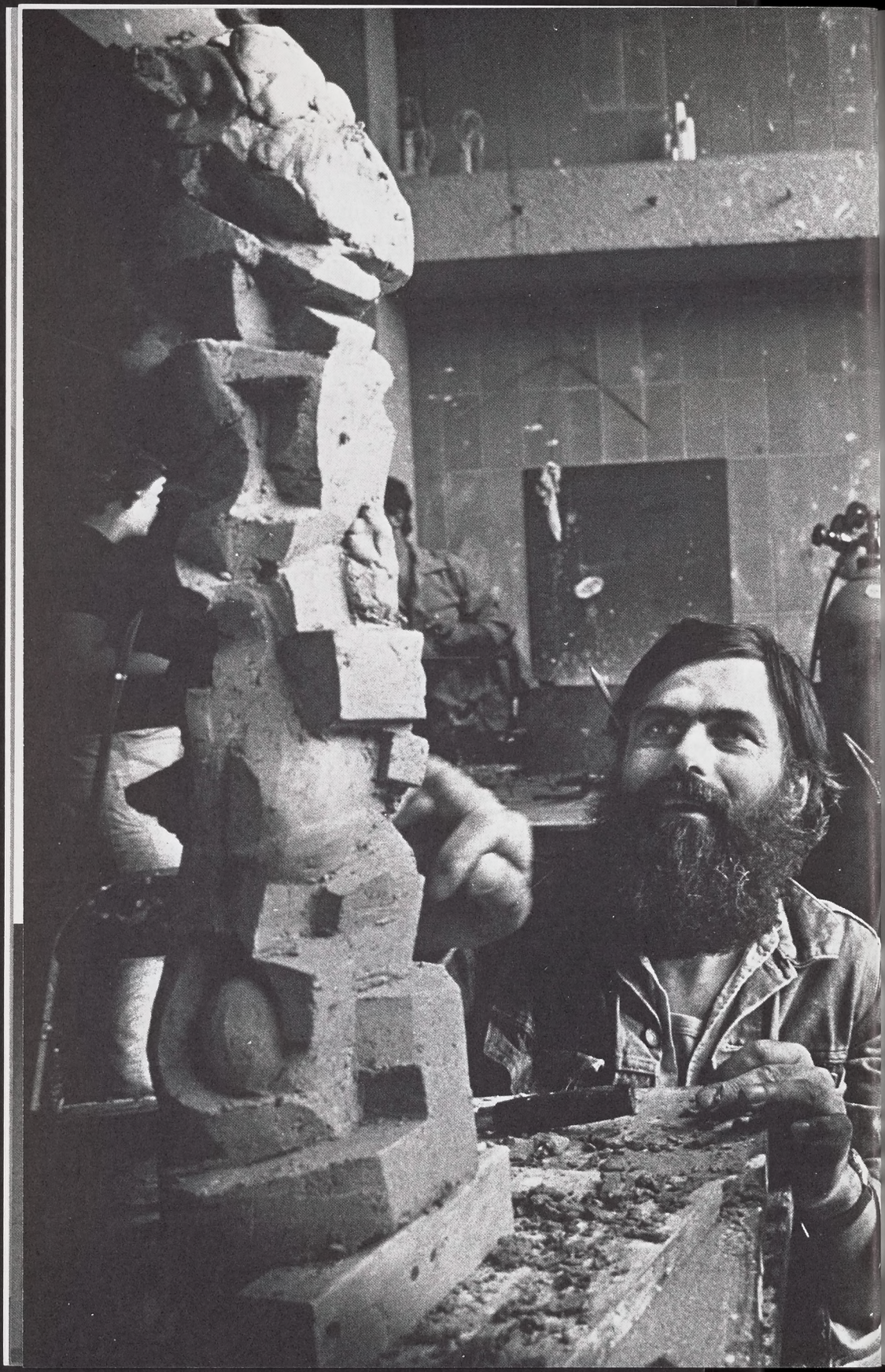
AMERICAN LITERATURE

This department is truly special. The very fact that there is a separate department of American Literature (instead of a submajor within an English Department) is interesting, and the character and tradition of the department over a long historical period has given it a unique spirit. American Literature is first of all a notoriously "tough" major. The senior year comprehensives and seminar program are exceptionally challenging. The faculty are no less demanding on themselves and they display an unflagging enthusiasm for the subject matter which more than compensates for the rigorous professional discipline expected of students. No one graduates from the American Literature Department without a high measure of self-esteem derived from real achievement. The philosophy of the department is to display American Literature in the broad interplay of general culture. The study, then, is not merely "high literary." It ranges from folklore through minor writers typical of a period to the major artists who transcend their times as much as they express them.

ART

Perhaps no major at Middlebury has seen such expansion—curricular, territorial, and in student interest—in the recent past as the department of Art. In 1968, the Art Department and the Music Department moved into the most handsome quarters on campus: the Christian A. Johnson Memorial Building—from a basement gallery to a spacious exhibition hall, from studios in an attic to a bank of professional studio spaces. Student interest has been so intense that already the department is searching out additional space. Since 1968 the staff has been expanded to include a print maker, a sculptor, an architectural historian, and an additional person in the general history of art.

The Art Department offers courses both in the history of art and in studio because they complement and reenforce each other. Art history provides a critical survey of stylistic development while the actual experience of painting, of designing and executing a sculpture or print heightens and activates the student's sensibilities. Thus it is hoped that the student will learn to interpret and respond to works of art as forms of visual communication, giving him access to both distant and generally obscure cultures as well as insight into contemporary artistic expression. Works of art should also be sources of pleasure. The aim of the program ultimately is to spark and develop an



understanding and appreciation of the visual arts, and thus to enrich the student's life with enduring, meaningful, and absorbing interests.

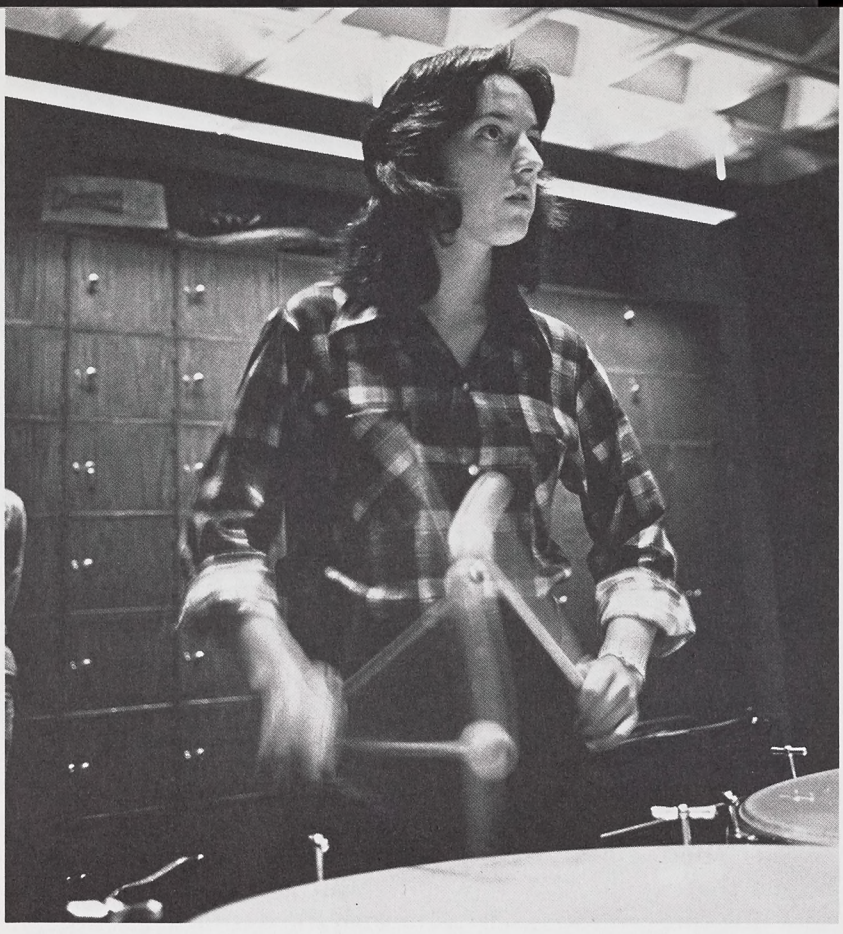
ENGLISH

English is the largest department in the College both in terms of student majors and staff. It is the only department with which one can be sure almost every student will have contact since it bears primary responsibility for a freshman writing requirement. This requirement, like most things in the English department suggests Gerard Manley Hopkins' line: "Glory be to God for dappled things—." In fulfilling this single college-wide requirement, the student is usually faced with the following set of options: narrative fiction, lyric and narrative poetry, drama, the essay, prose fiction, and poetry writing as well as a course intriguingly titled "sensibility." The pied beauty of the English major carries on from there in the form of sub-groupings within the major: literature, dramatic literature, and creative writing (prose and poetry).

Why do students major in English? One low-level reason is that it is a subject that every student already knows something about. "Better bear those ills (or joys) we know than fly to others that we know not of . . . " But as with the speaker of that line there is also fascination with the dark mysteries of the self which can be particularly consuming to persons of college age. Literature confronts in an immediate and moving way the complexities of the human heart. Learning to criticize and analyze literature is not just an arid exercise in prosody. To be able to read and write accurately and self-reflectively is a major accomplishment which the English department hopes to foster while acquainting students with the range of sensibilities within the English literary tradition.

MUSIC

It is often difficult to perceive exactly what the philosophy of the music major at Middlebury is—but whatever it is, students seem to enjoy it immensely. Music may well be one of the most action-oriented departments at the College. Students are continually asked to *do* musical things, not just passively listen or scan the scores. In an elementary course everyone will construct and perform a musical composition—standard instruments disallowed. Anyone who has sat through a multi-media performance of a Sonata for Ping-pong Balls and Oil-drums is not likely to forget it and, amazingly, the bare bones of musical



composition become apparent. Doing music is the essence of the department's performance seminars which center on the classical musical repertoire. A dance program is also part of the music department.

The diversity of the department's program reflects the diversity of the faculty: a composer-theorist, a performer, a dancer, and two music historians. Surrounding the core of departmental courses there is a penumbra of performance activities. Instruction is offered in several instruments, in choir, orchestra, collegium, concert, and stage band. Organ instruction is particularly popular because of the presence of a gifted performer on the regular faculty and two new instruments: a baroque organ and a Gress-Miles 48 rank instrument. Music offers special opportunities for cooperation and "double effect." The electronic music studio is not only a place for composing in a modern idiom, but for theoretical analysis of musical textures. A recent performance of Stravinsky's *Histoire du Soldat* combined the department's work in dance and instrumental performance (with an assist from the French department which supplied the student narrator).

PHILOSOPHY

Well over 80% of entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life. However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important, that the kind of rational, "arms length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity of discoursing in depth and at length on topics which most people consider too loaded for polite conversation.

Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses—art, law, religion, education, history, science, language, and social science—which relate to their major fields of study.

RELIGION

The study of religion cannot be confined in a single discipline. The Department of Religion presents the manifold of religious phenomena from various methodological viewpoints but two points of view predominate—the historical and philosophical. An historical approach presents the forms of religious life in their social and cultural setting, and attempts to discover elements of universal human significance inherent in these historical forms. The philosophical and theological approach inquires into the truth as well as the meaning of religious beliefs. Because of the interdisciplinary nature of religious studies, the department works cooperatively with other departments, in particular, Philosophy and Sociology-Anthropology, to develop courses for its program.

Very few students come to college expecting to major in Religion—and yet a significant number eventually do. This is not surprising. College years are a traditional time of testing for values and beliefs. Many students take a religion course "to give religion a last chance," to strengthen a faith, to have an opportunity to read the Bible or the Vedanta, out of curiosity or because they have heard good things about Professor X. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers, or rabbis—though the College has produced graduates in each category—but if undergraduate education aims to evaluate values, the study of religion can be central to that education.

THEATER ARTS

Faculty in this department argue persuasively that their area constitutes a whole liberal arts education in miniature: literature, performance, artistic design, certainly some moral discipline to get through arduous rehearsal and master the performance, perhaps even some engineering techniques to make sure you don't blow the fuses in a lighting board.

The major in Theater Arts is broad-gauged with a significant exposure to major historical styles and literature in drama. Practical courses in acting; costume and set design and actual performance seminars which issue in a major production make up the major course of study. Resources in literature, design, and dance from other departments are made part of the fixed structure of the program.

Recent productions: Moonchildren, The Beaux Stratagem, Hamlet, Cherry Orchard, The Hostage.

SOCIAL SCIENCE

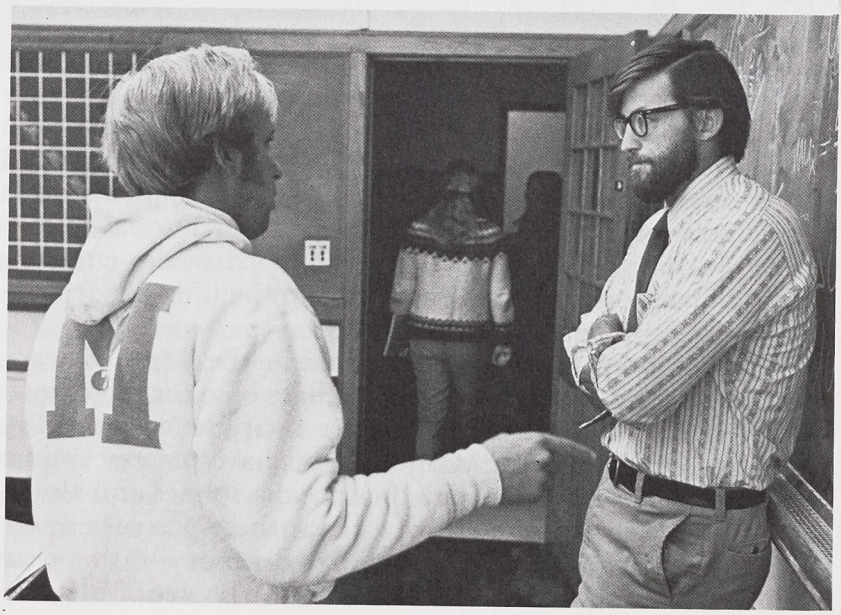
Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Political Science, History and Psychology—along with Geography as a friendly neighbor from the Division of the Natural Sciences—are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

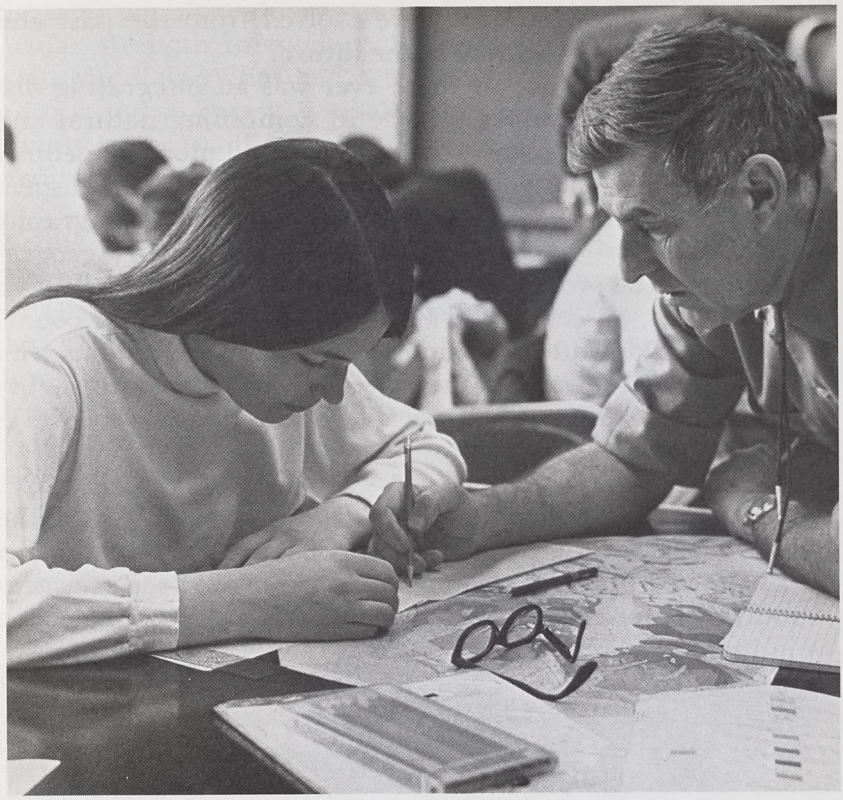
Without a doubt the departments in the Social Science area have provided a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that should best sustain a choice of major.

ECONOMICS

In the most recent years, Economics has been the "in" subject not only at Middlebury but across the country. A recession in the market for teaching, the extreme pressure for law and medical school admission, and the general economic condition of the country seem to have directed students to a subject area which seems clearly related to a possible career in business. The Economics department has been delighted by the surging enrollments but would probably give a word of caution/Economics is not a Business major. Middlebury has moved to establish arrangements which permit the College to place highly qualified students in graduate programs of Business after only three years at Middlebury and it is expected that most of these will be Economics majors—nevertheless the caution stands. Economics is probably the hardest of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which comes into being only with the creation in modern times of a market economy. Economic thinkers from Smith to Keynes have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.





GEOGRAPHY

One is tempted to make a bad pun and say that Geography tells you "where it's at." The reason that is a pun, rather than a literalism, is that Geography has a particular "with it" following at Middlebury. Most students' image of geography comes from grammar school where one tried to remember the principal rivers in Argentina and the state capital of Vermont. Not so at the college level. As the program is described in the college course catalogue: "The essence of geographic study is the analysis of phenomena in a spatial context, especially the 'where' and 'why' of human activities. In their attempt to explain the differences which exist from place to place over the earth's surface, geographers collect, analyze and integrate data from both the physical and social sciences. They examine such physical elements as landforms, climate, soils and vegetation and interpret them in terms of the distribution of peoples, their ways of making a living and the social and political patterns which have developed. Geography seeks to understand

how present world patterns have evolved from the past and how they might be modified in the future."

That is a tall order! If there ever was an integrating discipline, Geography appears to be it, combining natural and social science to understand the manners and mores of people. But it is not just the synoptic and obviously "relevant" aspect of the department that accounts for its popularity. Geography is a particularly "hands-on" discipline. Middlebury geographers seem to be everywhere. Students may be off in Sicily on a Winter Term, observing the Montreal Metro system or counting traffic in downtown Middlebury. For those students who thrive on the continuous interface between concrete reality and academic study, geography is especially attractive.

HISTORY

In any listing of the strongest departments at Middlebury, the History department is sure to appear. The staff is exceptionally well balanced in terms of seniority, teaching experience, academic interests, and personalities. American history has been

the most popular sub-area in the department, but there is particular strength in modern European and Asian history as well. Middlebury has had a ten-year commitment to African history and in recent years Russian history has been added. History seems to offer students a balance of normally separated virtues—large drama combined with care for detail, moral interest combined with empirical research. Members of the faculty have been at various times described as "passionately concerned," "encyclopedic" and "incandescent."

History has a carefully constructed program which assures that every student will be able to pursue senior research in depth. This research may be a traditional thesis, a teaching experience, an historiographical or bibliographical essay, a translation project, or research in oral history.

POLITICAL SCIENCE

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history, and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official *Course Catalogue* description of the Department. Anyone at Middlebury would know immediately from the language alone that the statement was written by the department's philosophical chairman. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study most informed by hope in the college curriculum. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On the one hand there is detailed empirical study of political phenomena—augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action. From time to time, it has been suggested that the department might well split into a political philosophy department and a political "sociology" department. The departmental faculty (and students) usually recoil with horror at the notion since they find the combination of high theory and hard fact intellectually fruitful.

PSYCHOLOGY

Psychology is a discipline that draws from both the social sciences and the natural sciences in its quest to understand the varieties of human behavior empirically. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, attitude, or choice behavior, and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and give the student related practicum or laboratory work where such is relevant to the course material. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of, the troubled human self, distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The Department's interest in precision, control, and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

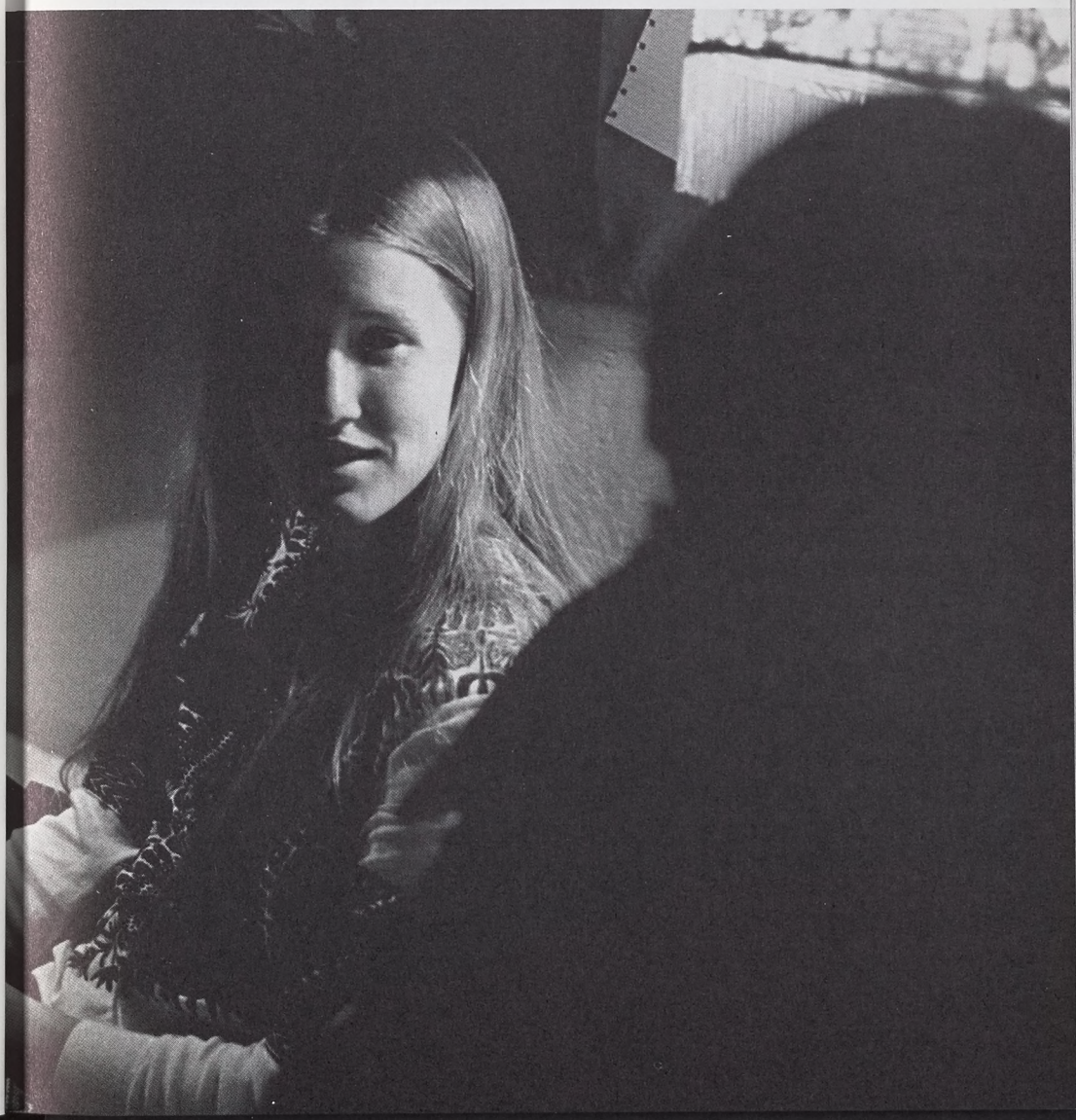
SOCIOLOGY-ANTHROPOLOGY

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students to capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, and political behavior. Students can usually devise their own program of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, the Far East (especially China and Japan), and North American Indian cultures. Several courses deal with American society and its social problems: education, population, deviance, and majority-minority relations.

The department blends both the scientific and humanistic dimensions of Sociology and Anthropology. For the science-oriented, there is the opportunity to engage in original research or to perform analyses on data bases already available on the computer. For the humanities-oriented, there is the oppor-

tunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people—especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.



UNIVERSUM LEXIKON
Lexika
VON LESSING BIS HEBBEL
DER ROMANFÜHRER
Lexika

FOREIGN LANGUAGE

Middlebury College has an international reputation in foreign language studies. Throughout the United States, Canada and Europe, the standards of language studies at Middlebury have been highly acclaimed and recognized by graduate and undergraduate institutions. The College offers a much wider range of foreign language courses on an undergraduate level than at almost any other institution in the country. Some of these are offered on campus during the regular academic year in Chinese, French, German, Italian, Spanish and Russian, or during the summer when the seven Language Schools are in session, or at one of our five schools abroad from September to June. All such courses carry credit toward the Bachelor of Arts degree and are open to language as well as non-language majors.

Most language majors will wish to take their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union, but it is not unusual for political science, biology, art history, and majors in other disciplines to spend part or all of their junior year in Florence, Paris, Madrid, Mainz or Moscow. Languages at Middlebury are innovative and creative, offering the opportunity to students not only to increase their knowledge of the spoken language but to have direct contact with the cultural tradition of the country of their language, either through specially designed courses on campus, participation in the summer Language Schools, or foreign study.

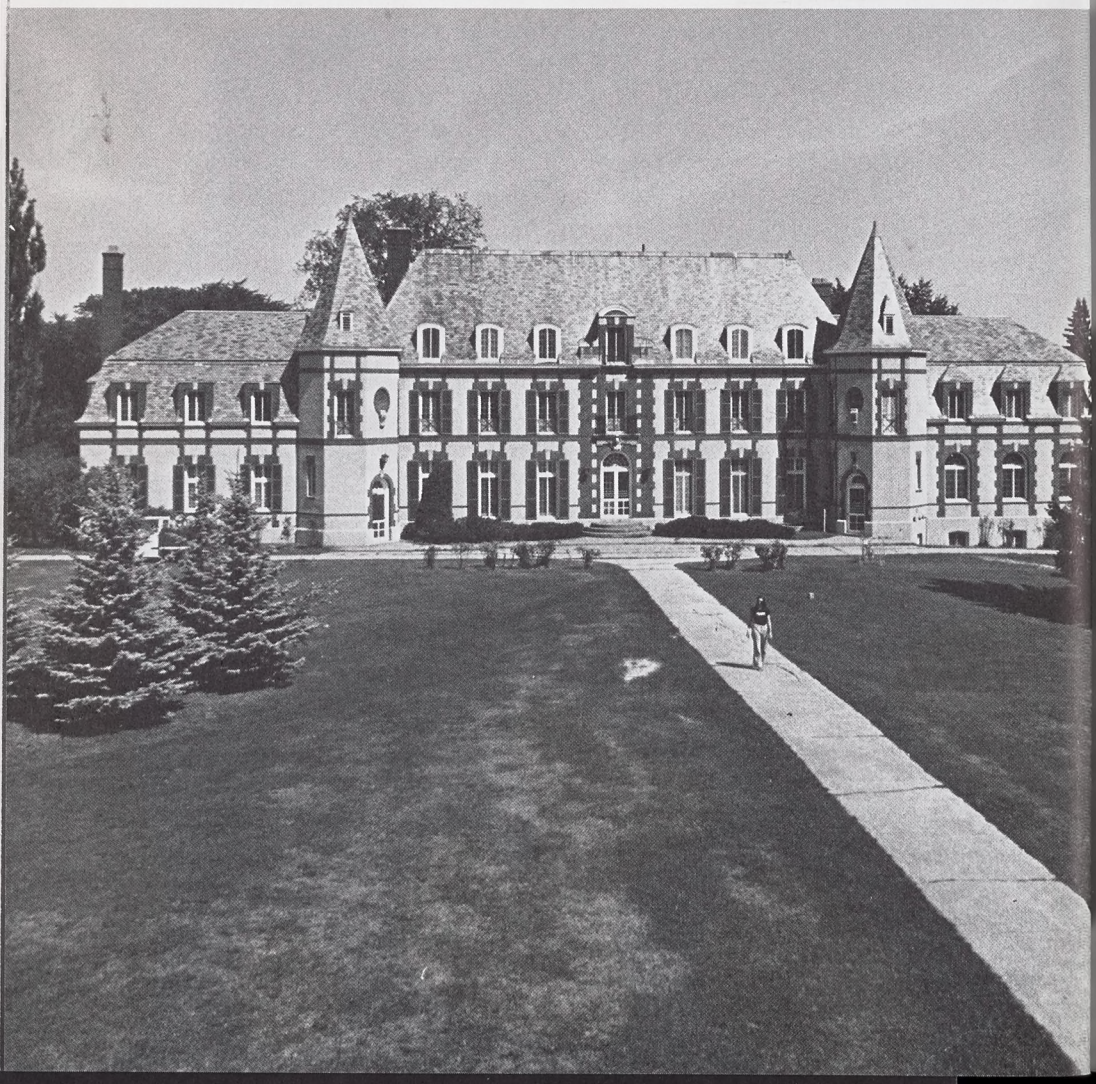
FRENCH

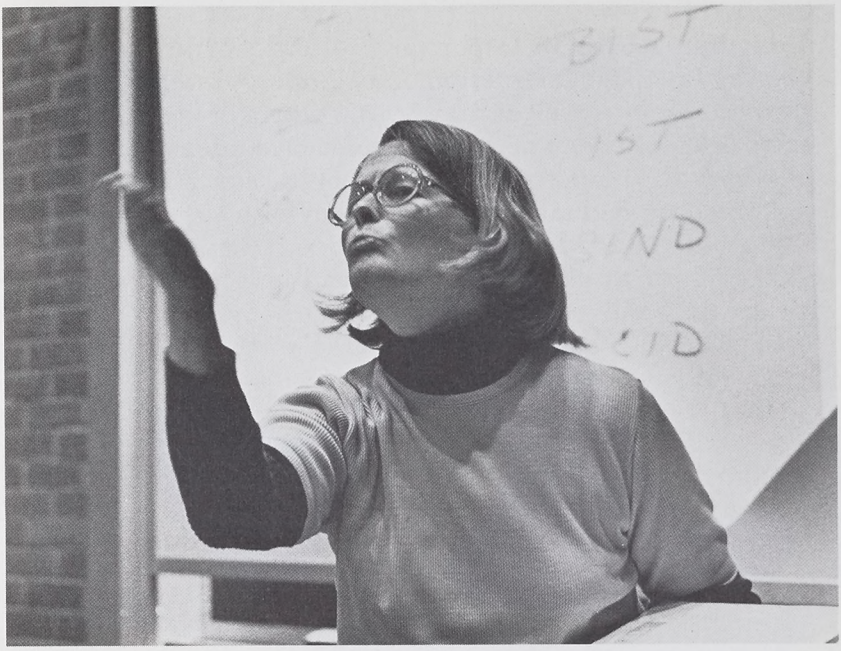
The French Department seeks to develop in its students the linguistics ability to pursue in French their various personal and intellectual interests. Intensive beginning and intermediate courses bring students up to a level where they can begin to branch out, and students with more advanced preparation may take upper level courses in language, literature and civilization. Most recently, members of the department have been developing courses in the French film, women's studies and comparative literature.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. In the Chateau dining room members of the French

Department faculty eat on a regular basis with students, discussing not only their course work but perhaps a recent film, preparation for the annual French play, or an upcoming visit to Montreal.

An opportunity for foreign study is also provided through the Junior Year program in Paris. Each year many Middlebury students, usually a 50 - 50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon completion of these preliminary courses and through consultation with the resident Director, students select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology.





GERMAN

German is not a language which many entering students have already studied, or in which they plan to major. It says something about the Middlebury German department that it produces a very respectable number of German majors. Key to their success is a very carefully thought out, witty, and imaginative set of elementary teaching materials devised by the staff. (A best seller nationally.) These materials are then set into a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher but the excess energy of the department appears to make the whole exercise both profitable and enjoyable.

The Germans were first in the field with a Middlebury overseas undergraduate program at Mainz. The program is deliberately limited to a single term since experience strongly suggested to the department that most of the linguistic gains are made in that period. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses. Recently, through Mainz, the department has begun to import from the second German TV network television programs for experimental teaching purposes.

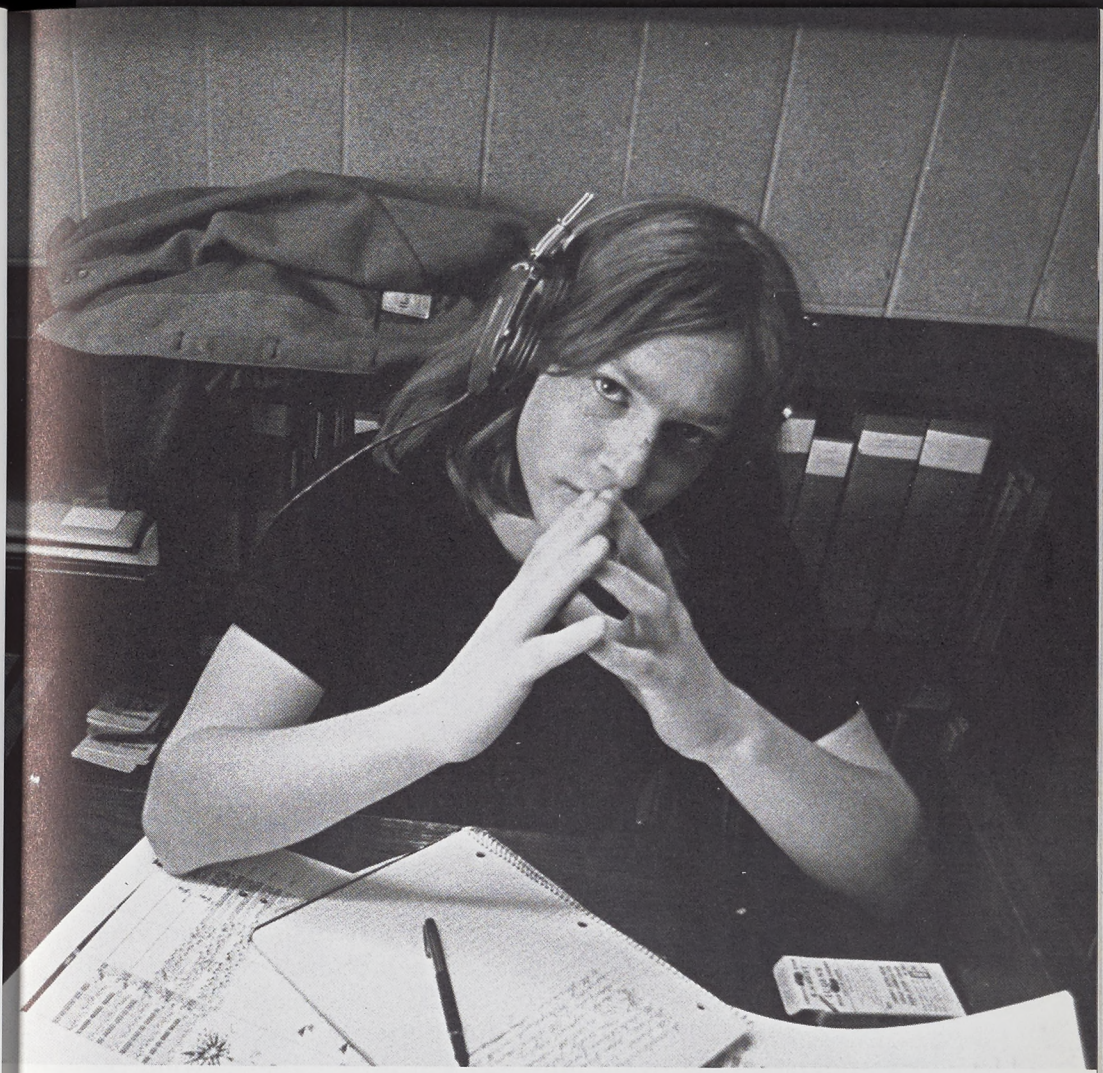
RUSSIAN

Middlebury's Russian Department offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student may emphasize either the language, literature, culture or civilization and is planned individually in consultation with the chairman. In addition to the academic year activities in Russian studies with opportunities to explore Soviet contributions to the literary world, the College has an established nine week summer Russian School that provides students with intensive study in beginning, intermediate and advanced Russian as well as advanced courses in culture and civilization offered during the six week session. The Russian experience may also be broadened through foreign study. Middlebury College now sponsors its own semester-length program at the Rushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language.

SPANISH-ITALIAN

Spanish — the twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a thorough contact with the rich literature and culture of the Hispanic peoples. The introductory courses concentrate on a thorough and rapid development of language skills that will enable the student to become involved in advanced courses in language, literature, and culture and civilization. In addition to the diverse courses offered by the Department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in the context of another cultural milieu. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of its summer Spanish School. In addition, a number of graduate courses are open to qualified undergraduates. During the academic year various activities are organized through the Spanish Club, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian — the Italian courses are designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music and



sociology who are working toward a double or joint major. The aim of the program is to develop, not only a working command of the language, but involvement in the Italian contribution to literature, art, music and philosophy. In recognition of the needs of the college community at large, the department also offers courses in translation. The Italian experience may be further enriched through participation in the summer session of the Italian School. Intensive instruction is offered at both the beginning and intermediate levels. Qualified students may also participate in advanced graduate courses offered at the summer session of the Italian School. An opportunity for foreign study is provided through the Junior Year Program in Florence, Italy. Majors and non-majors actively participate in either the one-semester or full-year programs in Italy under the guidance of a resident director.

NATURAL SCIENCE

In 1968 Middlebury dedicated a four million dollar Science Center. Although the building is filled with sophisticated scientific equipment (such as the NMR spectometer in the Chemistry Department or the PDP-11 computer in the Physics Department) no small liberal arts college can claim to match the hardware of major scientific institutes. What Middlebury does offer the prospective science major is a program geared in size and academic philosophy toward teaching. All science programs at Middlebury are conceived both as self-sufficient undergraduate majors and as preparation for post-graduate work in that science or in allied professions. An A.B. program in science at a major graduate or research university may be an undergraduate program in name only—in effect it may be a total pre-PhD program in which the weight of the faculty, facilities, and curriculum is directed toward the state of the discipline rather than the condition of the apprentice student. At Middlebury, senior members of the science faculty teach at all levels from elementary to advanced. Faculty energies are not divided between graduate and undergraduate instruction. Centralization of science instruction in the Science Center allows a student to become familiar with the full range of instruction and research going on at the College.

If the arts and humanities have an immediate emotional appeal to many students because of their relevance to personal needs, the sciences present a particular challenge to a student's sense of objectivity and inner discipline. Many students seek an understanding of the physical world that goes beyond the descriptive level, one that interprets phenomena in more fundamental terms. There is an austerity about the sciences—a rigorous and exacting discipline of observation and imagination that makes demands of both student and teacher. A major in science can provide a sound basis for further work in any career that demands capacity for analysis and disciplined thought.

BIOLOGY

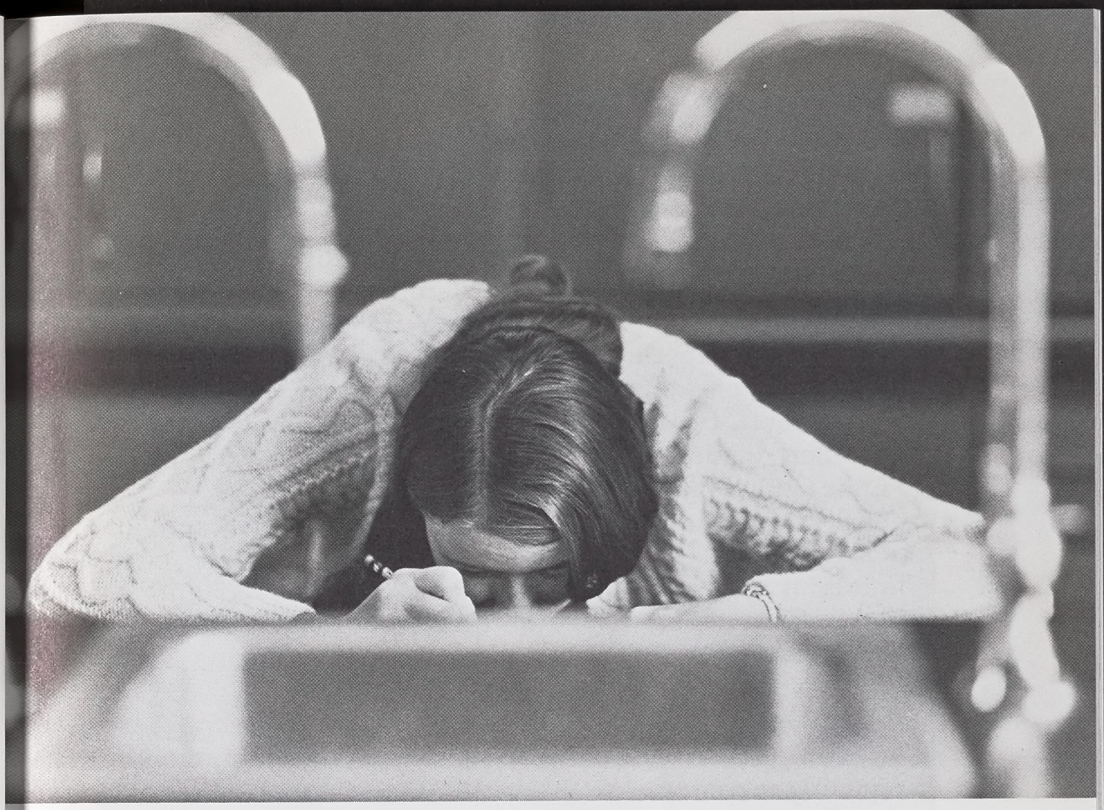
A combination of circumstances has made the biology department the most often chosen major among the science departments. Biology has probably had more sensational theoretical advances than other sciences in the last ten years; ecology has enjoyed wide national publicity and a recent heightened interest in medical school has pushed biology enrollments. Biology has an exceptionally strong staff and the department

has carefully restructured its curriculum. Several members of the department have established national reputations for research. The department offers a wide ranging program of study from investigations of biological process at the molecular level to human ecology. The College's location in the Green Mountain area has led to a traditional interest in botany and field ecology. In addition to the straight major with its various internal emphases, there are joint programs with Psychology and the traditional Bio-Chemistry major. Biology also serves as a sub-speciality of an independently established program in environmental studies.

Members of the biology faculty have intensive teaching responsibilities since they take direct responsibility not only for the regular lectures and discussion but also for the laboratories. The department emphasizes the use of live materials in laboratory work which, while much more demanding on faculty and student, is judged to be essential for first quality work in the field.

CHEMISTRY

The Chemistry department recently introduced a course in Environmental Chemistry at the elementary level. This seems only appropriate given the great concern about pollution, energy resources and the environment. Chemists have come in for some bad press for supposedly devising the synthetics, smells and sludges which afflict modern man. What is not always appreciated is that the cure for these ills will have to be a chemical cure. Even if we were to turn off our technological economy—which seems unlikely—the chemists would be needed to find appropriate scrubbers to get us back to natural paradise. Chemistry has its own peculiar way of life. Not as austere as physics, perhaps not as immediately pleasurable as biology with its creeping, crawling, flowery things—chemistry still retains an aura of the old alchemical magic. There are those esoteric formulae and bubbling liquids, but fundamentally there is the detective work which occupies so much of a chemist's time—the sheer inegenuity and inventiveness of experimental techniques which, on the slenderest variation in a spectral line, the minutest rise in temperature, open up the inner secrets of fundamental change. The chemistry curriculum provides a framework within which a student can develop an approach to problem solving and reasoned choice that can be brought to bear in all areas of endeavor. The collection and analysis of data, the consideration of analogies, the ability to



ask oneself leading questions, to design experiments that answer questions and to synthesize ideas are among the general educational objectives.

The two majors, a "straight" chemistry major and a joint major in Biology and Chemistry are probably more highly structured than most other majors at Middlebury. It is for this very reason, however, that the study of chemistry can lead to real personal reward. Perceiving the interdependence of the laws and theories governing the behavior of matter and energy as the abstract intellectual scaffolding is erected leads to a satisfaction that is analogous to that enjoyed by an architect who starts with a scratch pad and ultimately sees his sketches translated into complex physical reality.

GEOLOGY

Sociologist David Riesman mused recently about what creates "high morale" in an academic department. He said that he had observed in his travels about the country that the department which almost universally had the highest morale an any college was the Geology department. While it would be impertinent to grant highest honors to any academic department, Geology would certainly have to count in any list of high morale departments. The reasons are precisely those listed by

Riesman and a few special to Middlebury. The primary reason for the general popularity of Geology is that it is uniquely a study in which student and teacher "suffer together." There is nothing like a Geology field trip, clambering over rocky slopes to place student and faculty members in a common life experience. Geology experiments often involve considerable physical effort for all participants and students can, even on this elementary level, feel that they contribute something to the science when digging out a core sample or dropping a lead line in Lake Champlain.

All the Middlebury Geologists are involved in research and publication. The location of Middlebury between the Green Mountains and the Adirondacks and near Lake Champlain offers an immensely fertile natural laboratory which is frequently augmented by oceanographic work during winter term at Woods Hole and other research sites.

The Geology department offers as one option for senior work published articles in professional journals. It is an option frequently exercised.

MATHEMATICS

Mathematics is one of the most heavily elected departments in the College since a knowledge of mathematics is considered vital not only in the traditional hard sciences like physics and chemistry, but in biology and the social sciences.

For majors, the Mathematics program hopes to give students an insight in the nature of mathematics and prepare them for graduate work in mathematics if they plan to go in that direction. The department has been notably successful in this latter area where Middlebury Mathematics students typically score in the very highest percentiles of the Graduate Record Examination in Math. Pleased as the department is with the success of its majors in gaining admittance to graduate programs, it considers itself a teaching department for undergraduates, not a pre-professional staging area. It is a symbol of this attitude, perhaps, that one of the members of the math faculty recently offered a very successful winter term on "how to write an elementary calculus text."

PHYSICS

The Physics Department presents a program that suits students with a wide range of career objectives: those who take physics as a cognate to another major, those who take it as preparation for graduate work in one of the physical sciences or engineer-

ing, and those who study physics for the love of the subject with no direct plans to use it after graduation.

The department works with a "hands-on" philosophy. Students are encouraged to probe nature experimentally, be it by means of oscilloscope, telescope, or nuclear detector. Because of the importance of electronic instrumentation in science and society, a two term sequence on electronics is offered. In these courses, the student works with operational amplifiers, digital integrated circuits and the other building blocks of modern electronic systems.

The department is well equipped with sophisticated research equipment and physics majors have the opportunity, often reserved to graduate students, of working on a one-to-one basis with professional physicists on problems of current interest in physics.

Physics is no major for the faint of heart but the department has a talent for encouragement in a difficult field—it even offers a course entitled "Electronics for the Intimidated." It has been a source of satisfaction that Middlebury has produced more physics majors as a percentage of graduates in recent years than the national average for all colleges and universities.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors in which most of the students major there are other academic programs which have been structured along cross-departmental and cross-disciplinary lines.

AMERICAN STUDIES

The newest interdepartmental program at Middlebury is an interdisciplinary investigation of the various facets of the American experience as it is treated in history, literature, political science, religion and philosophy. Students majoring in American Studies participate in a special senior seminar devoted to a particular aspect of the field. *(See page 105.)*

CHINESE

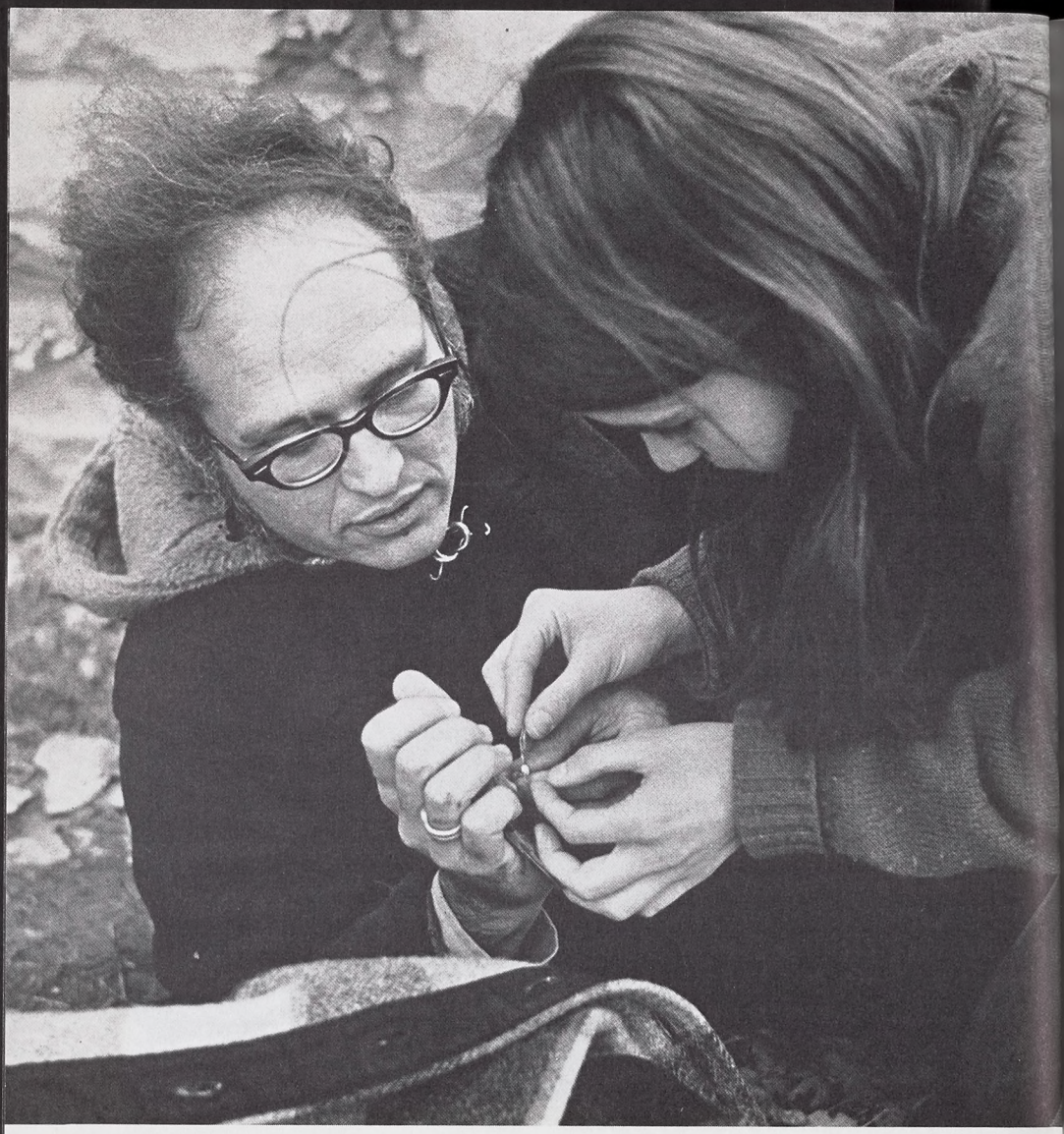
Middlebury has recently introduced an undergraduate program in Chinese to complement and expand its very successful long time summer program in that language. Courses are offered in introductory and secondary levels of Mandarin, and the College also offers courses in translation covering major literary and ideological movements in Chinese culture. Students may pursue an expanded program of Chinese studies by coordinating undergraduate work with the Middlebury College summer program. Chinese language augments a constellation of course materials in Asia offered in History, Religion, Art and Anthropology. *(See page 117)*

ENVIRONMENTAL STUDIES

An interdisciplinary major with emphasis on Ecology, Earth Science and Human Ecology. Depending on a particular interest, the student fulfills the major requirements in either Biology, Geology, Physics, or Geography. The Environmental Studies Program is particularly suited to students planning to work in such interdisciplinary careers as terrestrial or marine ecology, oceanography or human ecology. *(See page 126.)*

NORTHERN STUDIES

The Northern Studies Program is a new addition to the Middlebury curriculum, having been initiated in 1977. The goal of the program is to utilize the many advantages in terms of personnel and geographic location which the College



has with respect to Northern Studies to provide students with a flexible multidisciplinary course of study in this rapidly developing field. *(see page 149).*

TEACHER EDUCATION

Middlebury does not have a major in Teacher Education. Students participating in this program major in one of the regular departments or programs. Academic course credit is offered, however, for various aspects of the program including practice teaching which is usually carried out in one of the neighboring school districts. Teachers who complete the Teacher Education Program can be fully certified by Middlebury for teaching in most of the states in the United States. *(See page 180.)*

INITIATIVE, INDEPENDENCE AND THE CURRICULUM IN LIBERAL ARTS

The curricular programs set forth above are benchmarks for a liberal education. As departmental majors or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. At each point and level in the total curricular picture at Middlebury, there is a recognized way for the student with initiative, special talent and a demonstrated ability for independent work to reconstruct the pattern of studies. The following paragraphs give a brief description of these independent study options in order of increasing scope and complexity:

FOUNDATIONS COURSES AND CONCENTRATIONS

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge. In consultation with an academic adviser, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of Foundations Courses in the major departmental and program areas of the curriculum. Foundations Courses are designed to offer introductions to major historical traditions, great ideas, and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student takes three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

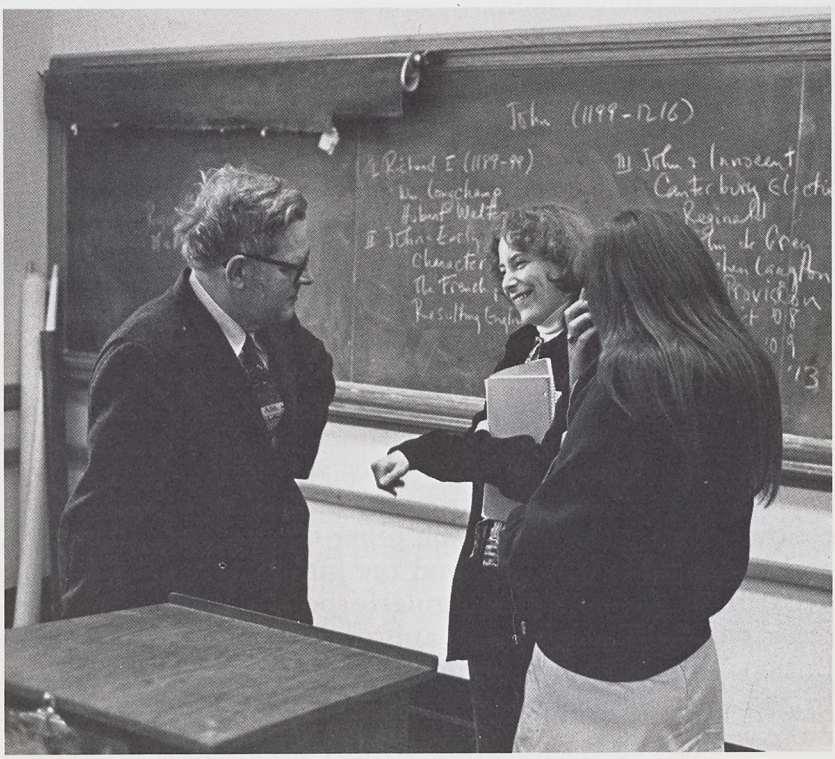
In planning his or her curriculum each student elects a Concentration, in addition to the major. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental, or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. Normally the concentration will be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

INDEPENDENCE AND COURSE STRUCTURE

Departmental Scholar in a Course: when in the mutual judgment of faculty member and student, the student's progress in a course would best be served by freeing him or her from all course requirements except the final examination the student is declared a Departmental Scholar in the course. Generally this means that the student follows the curriculum of the course, augmenting this with independent reading and frequent tutorial sessions with the faculty member. "500" Projects: students with strong records and particular interest may apply to their departments to substitute an independent project (numbered '500' in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

INDEPENDENCE AND THE DEPARTMENTAL MAJOR

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, there are pan-disciplinary majors like Religion

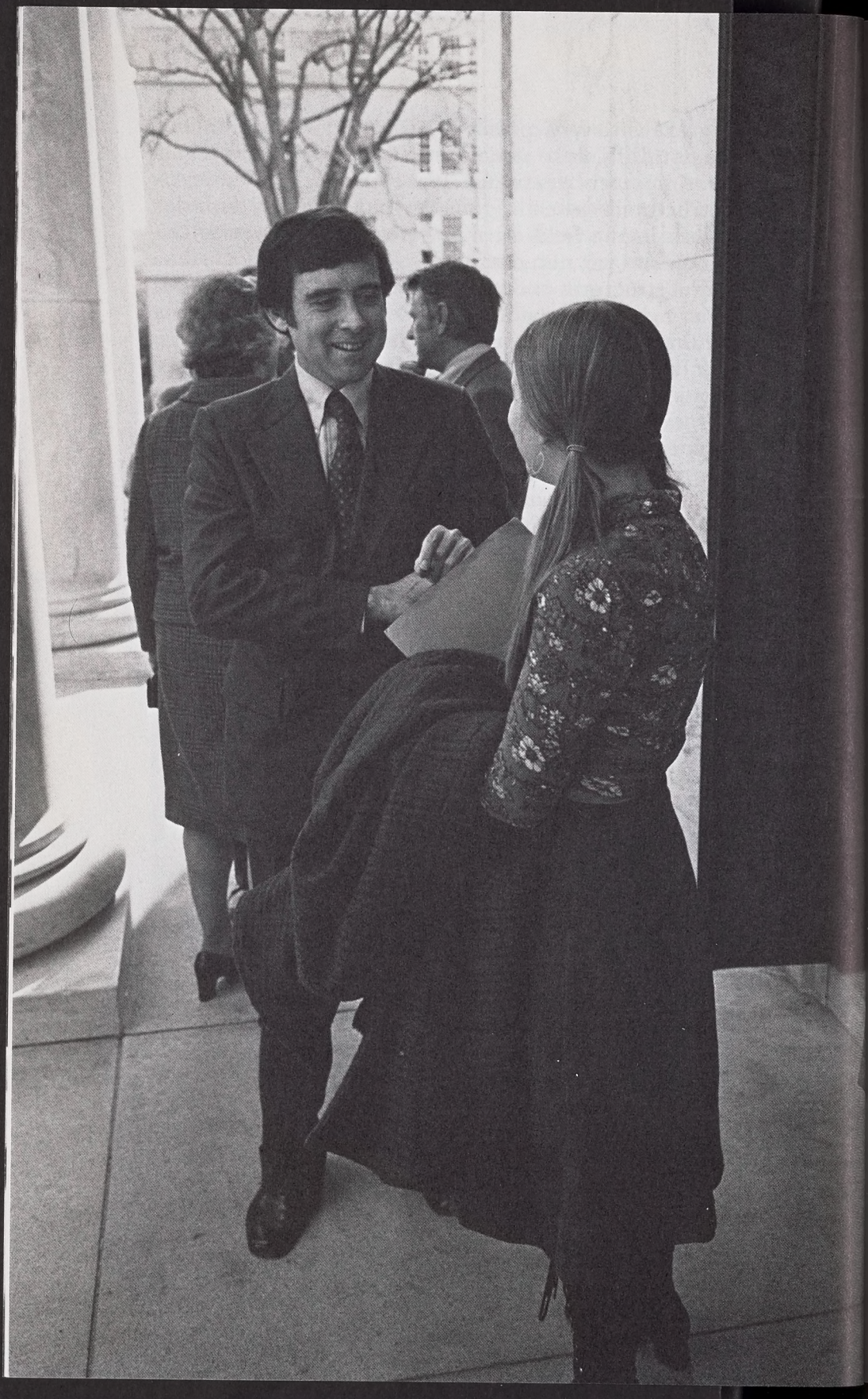


in which great variety is possible. Joint majors and double majors are not difficult to structure and have been more and more elected in recent years. All departmental majors—even the most structured—encourage if they do not insist on independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has a program of Independent Scholars for students whose talents and interests clearly require independent major programs.

Independent Scholars are released from all normal degree requirements, and devote their time to a program which is worked out with a faculty advisor, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses, number of courses necessary for a degree and so forth, are waived with the understanding that the student will fashion a program with appropriate focus, and that work which is accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, reduced course loads, off-campus work, accelerated progress toward the degree, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

INDEPENDENCE AND GRADUATION REQUIREMENTS

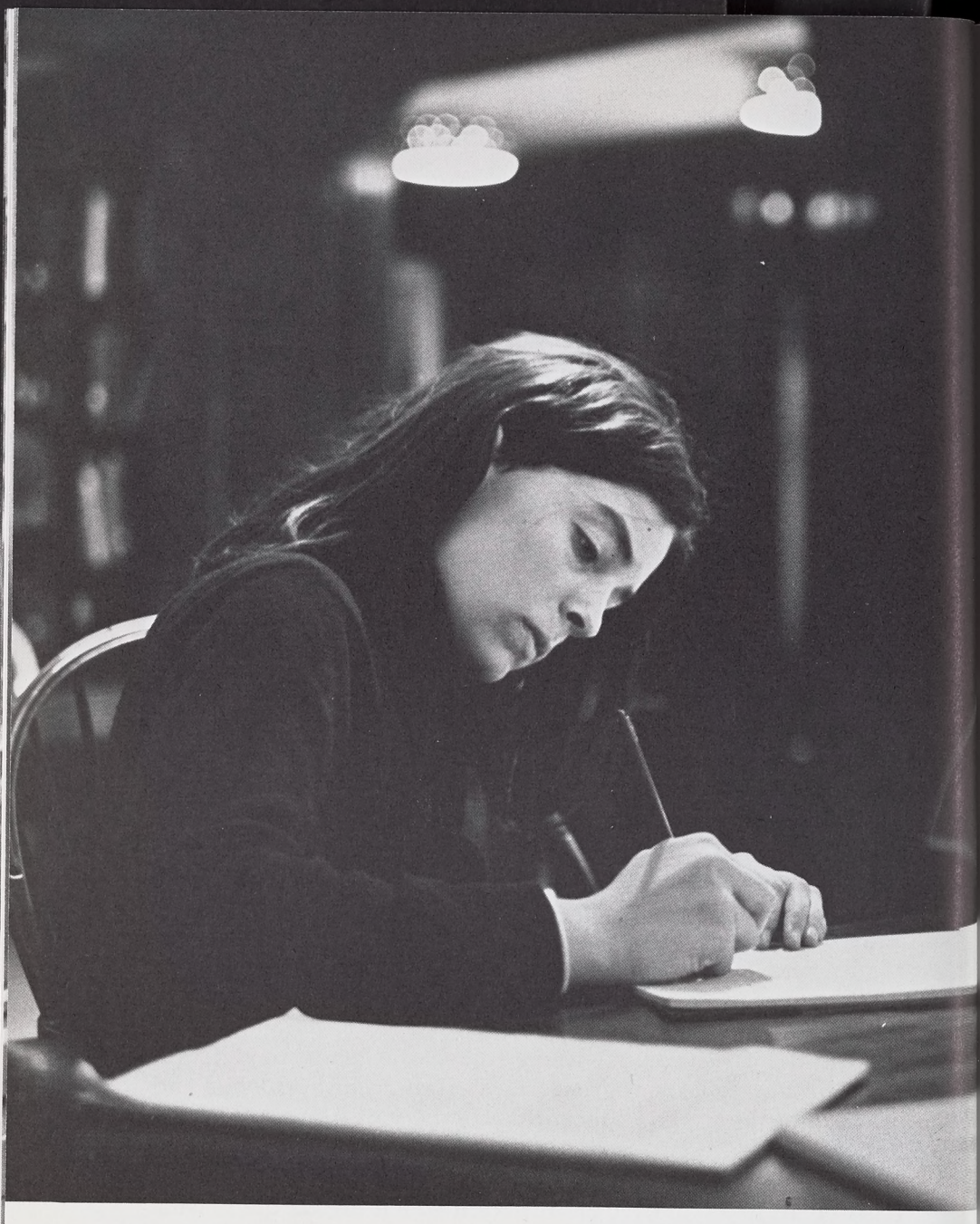
The normal graduation requirement for Middlebury is four years in residence, election of three foundation courses, a concentration and the completion of a departmental major. Students may restructure the major requirement under the Independent Scholar option or they may under certain conditions qualify for a Middlebury degree while pursuing graduate or professional studies. Students with excellent records may elect a three year pre-professional program pointing toward medicine, dentistry, law, engineering, or business. Students who qualify for admission to any of the appropriate professional schools at the end of their junior year at Middlebury may be permitted to move directly into professional studies and qualify for the Middlebury degree at the end of their first year at the professional school or when the terminal degree is completed. Students interested in the three year plan should contact Dean Walter Moyer in the Placement Office.



A Sense of Life: Patterns in Time

Four Years: Most students take four full years to complete their A.B. degree. Because of its successful graduate summer program, Middlebury is not under financial pressure to direct students toward summer sessions at the College. While there is nothing sacred about the traditional four college years interspersed with summer breaks, the logistical problems faced by students when summer attendance is urged or required can be considerable. If students are in attendance in different term patterns throughout a four year academic career, it is necessary to adjust for disruption in roommate patterns, variable availability of faculty, and uncertainties about which students will be available to staff the student activities or the athletic teams. While these problems can probably be dealt with in a large institution, in a small college like Middlebury they would be very difficult to manage. Not only do students come to a small college with the hope that they will be able to form reasonably stable friendship groups, but all the college activities from academic seminars to football run on a full participation principle as a necessary principle of success. Large universities may have reservoirs of athletes, student editors or advanced literature majors to fill in while someone else is off in a fall or spring term, but at Middlebury most activities need every available body. As the athletic coaches testify, running with a thin crew has its anxieties but it is also a source of a special esprit and allows everybody to get into the act. When you need everybody, no one gets lost.

Middlebury students, then, follow the traditional freshman through senior progression. (Variations at both ends and in the middle are considerable, but the variations are variations around the core structure. Some freshmen do begin in Spring term, some have students accelerate in the middle years or study on an overseas program which breaks the normal term progression. Some students leave after three years to attend professional school and receive their A.B. from Middlebury on the so-called 3-2 program.) As freshmen, students must complete the freshman writing requirement. Most students experiment with tentative major possibilities. In sophomore year a preliminary choice of major is made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves in-



appropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year a student will have firmly decided on a major and probably half of his or her course work, at least, will be in that area. In senior year, all departments offer some special senior work: seminars, thesis, or general examination as an integrating study or special research.

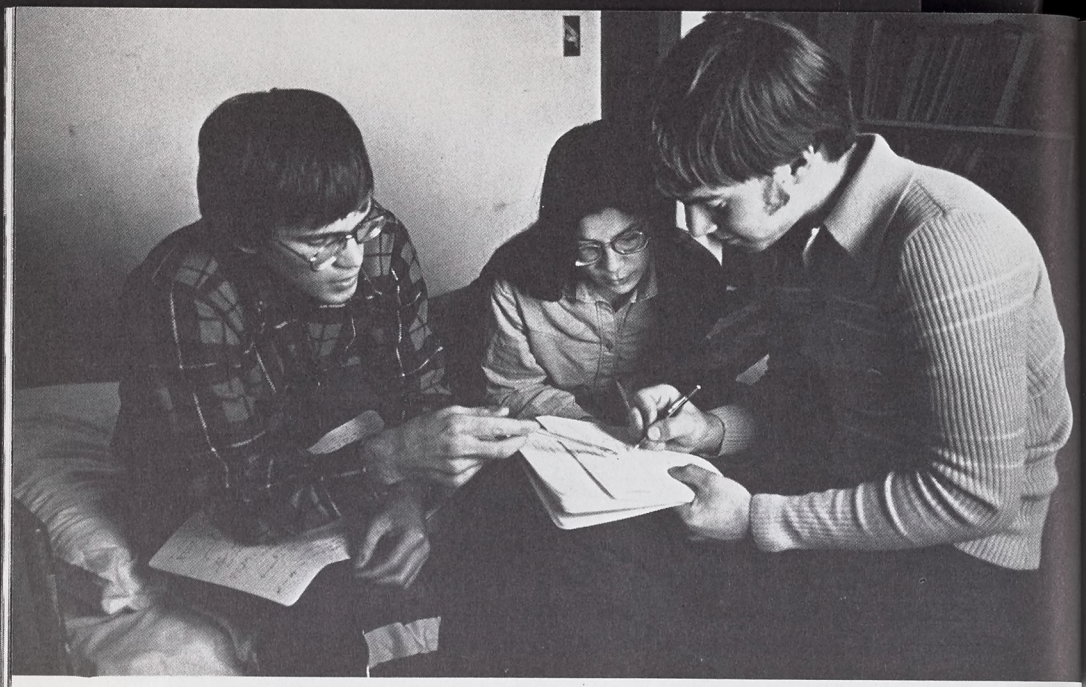
A single year: 4-1-4 Curriculum

The time pattern in a single year at Middlebury consists of a Fall Term of 12 weeks ending at Christmas vacation, a Winter Term of 4½ weeks in January and early February and a Spring Term of 12 weeks ending about the last week of May. In the Fall and Spring Terms, the normal course load is 4 courses, but students may with permission take 3 or 5 in a term. The aim is to allow students to vary their academic load in a single term in the light of the overall pattern of their educational program. In the Winter Term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that Fall Term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to utilize that time for curricular innovation. The Winter Term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in Winter Term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks of core sampling in the Atlantic, a study of the geography of Sicily, or extern work observing heart surgery at a New York hospital—all projects from the recent Winter Terms.

In the Winter curriculum, faculty are able to try new ventures not easily structured in a Fall or Spring Term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Losers, Suckers and Dupes, a study of the anti-hero in Western Literature; The Art of Science Fiction; the Lebesque Integral; The Railroad Game, a simulation game in the building of the American railroad empires in the 19th century; College Law; Survey of the Chinese Novel; The art of the film from *Zero de Conduite* to *Duck Soup*.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. The Spanish Department, for instance, has been experimenting with an intensive introduction to Spanish in the Winter Term.



Independent Study in Winter Term: in addition to the curricular offerings by the faculty, there are extensive possibilities for qualified students to pursue independent projects during the Winter Term. In addition to the normal independent research project akin to the "500" courses in the regular terms there are two unique possibilities in Winter Term:

Internships: students are permitted to take ungraded internships in various professional areas: law, medicine, architecture and so on. The internship may be off-campus—some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London—or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

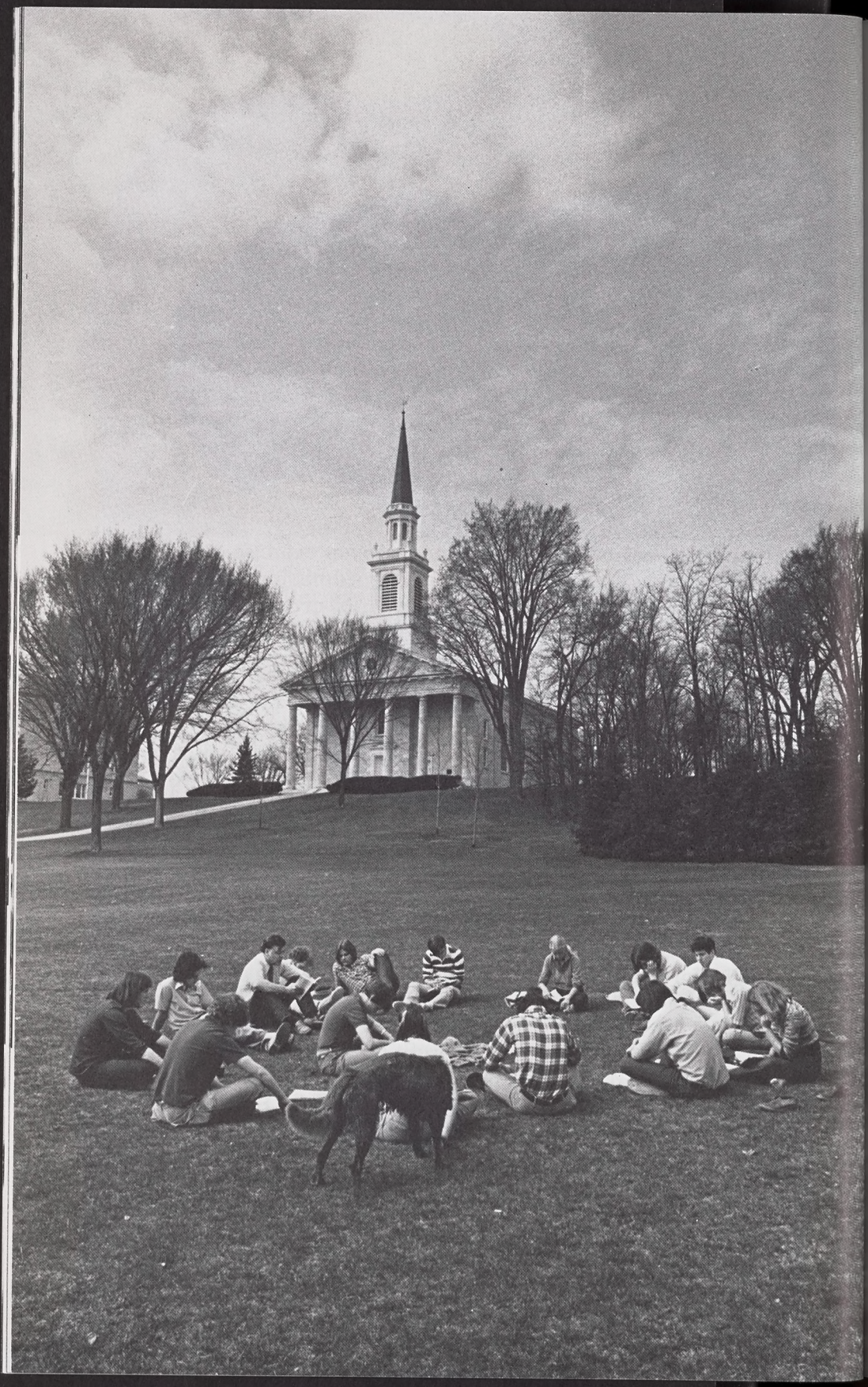
Reading Groups: no course can come close to covering all that can be studied in an area, no curriculum can contain all there is which is worth studying. Reading groups permit small groups of students who wish to continue the work of a course to do so. With permission and assistance of the faculty member giving the course, a reading list, schedule of study and a method of testing is devised for the Winter Term in those areas of the course in which the students aim to extend or deepen their knowledge. Reading groups may also be organized by departments to cover significant areas in a field which cannot be included in the regular teaching curriculum.

A Sense of Life: Improvisation and Theme

FREEDOM

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors follow up a missed class, no study halls, assignments become more major and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, the responsibility is on the individual student in this freedom from structure to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom. A student with an abundance of natural talent may score well on an aptitude test but be a very poor student because this intelligence is given exercise only in occasional bursts as the mood moves. The Admissions Director was asked one day about a student with lower than average SAT scores. "Well," he said, "That fellow is a cross country runner and it has been my experience that those guys are awfully dogged when they set out on any task. He'll do o.k." The prediction proved out.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary college rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50's (or the 20's) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10:00 p.m. Most of the college dormitories are co-educational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

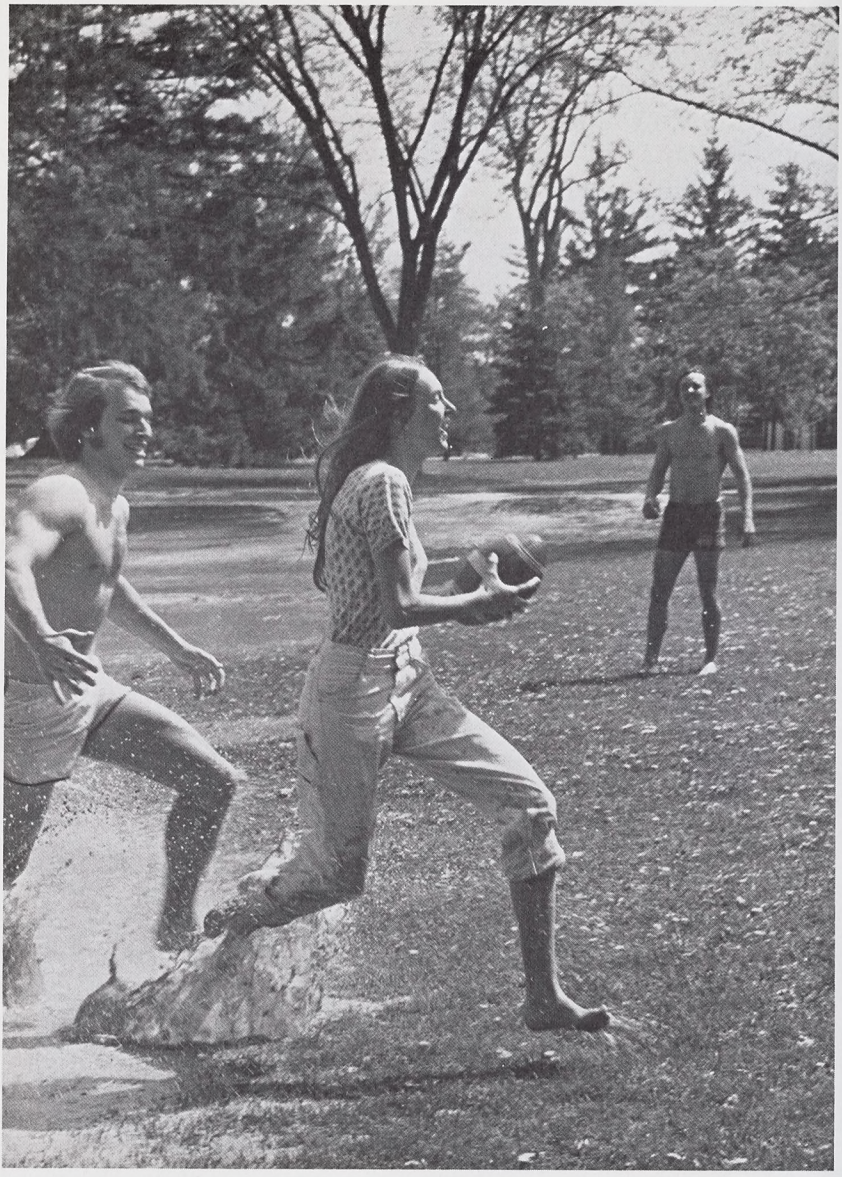


COMMUNITY

If cross country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that "loneliness" is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement it takes to be admitted to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness—finally no one but the individual student can master the academic tasks—but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

One of the delights of the large university is the size and variety of the curricular menu—a myriad of courses in endless departments served up by armies of faculty. Contrary to some propaganda, excellent teaching by top faculty does go on in individual classes. What is much harder to obtain in the large institution is a sense of on-going community between students and faculty. The individual classroom teacher may be as warm and open and generous with his time as can be, but the statistical law of the land is that a student will very seldom have the same faculty member twice in an entire academic career. One of the advantages of smallness is continued exposure over time to a comprehendible number of faculty. The student has an opportunity to see a faculty member in various ranges of expertise and working at different levels of a subject. Faculty student relations are not characterized merely by information flow for a term, but, because they can continue over four years of a student's career, the faculty member can become a living example of the value of the discipline he or she knows and professes.

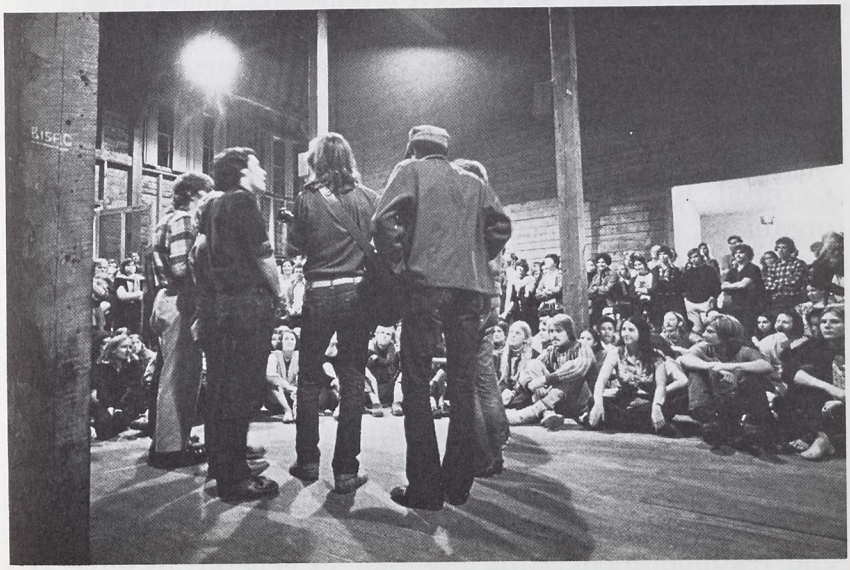
Being in Middlebury, Vermont, is a definite aspect of community formation. Social life cannot be channeled around existing commercial delights as in the city so there is a necessary, pleasant improvisational quality to socializing at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student at any time. Many of the Middlebury fraternities admit women and there is an



easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is virtually a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything from KDR to a weekend birthday party for the girl down the hall is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. Large formal occasions have almost vanished, although the Winter Carnival Ball always attracts a crowd. Big events may be the appearance of the Preservation Hall Jazz Band or a student production of *Patience*. Movies are constant fare in Dana auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board's horror film festivals which are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water sport.

Whether students who choose Middlebury are already open and democratic in their tendencies or whether the College produces and supports that style, the end result is a college student community with very little stratification. There are many roads to admiration on campus and no group tops the prestige list or is the *in*-group. It may be a happy accident that the entire student body relocates from dormitory to dormitory almost every year. This has prevented the kind of territorial imperative that allows the special elect to dominate certain favored geography. Because living arrangements change every year, students would be forced if they were not already so inclined, to develop sociable habits toward a very wide proportion of the student body.



Extracurricular Activities and Student Government

At last count there were somewhere in the vicinity of 60 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club, through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine and the radio station.

Of the student activities the newspaper, *The Campus,* probably has the most notoriety since its pungent opinions are often hotly disputed by administrators, faculty and students. The radio station, WRMC-FM, has an open air, ten watt educational license and it is probably the activity with the most loyal staff. There is something, evidently, about dominating the air waves for an hour which brings students to work on a 24 hour shift. The literary magazine, *Frontiers,* has recently branched into photography and graphic arts presentation and continues with the publication of poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice.

The Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. MCAB is essentially a student organization. Visiting lecturers, big-name rock concert groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall and Spring Weekend are more subdued versions of carnival social activities.

As was mentioned in passing above, student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Forum. This body, in turn, is composed of representatives of the advisory councils of the several academic departments. Each academic department has an advisory council of students to assist in curricular planning, make recommendations on appointment and reappointment of faculty and, in general, to serve as a

general instrument of communication between departmental faculty and the students. The student chairmen of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

The Student Forum has direct responsibility in the expenditure of the student activities fee which amounts to some $75,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College. There are 2 students, 2 faculty and one administrator on the Curriculum Committee, 4 students, 6 faculty and two administrators on the Educational Council to mention only two important councils.

The major all-college council for student life is the Community Council which is co-chaired by the President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

Sports: Intercollegiate, Intramural and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days Middlebury teams tied Harvard, beat Army and made headlines. Football is still a hard fought intercollegiate sport at Middlebury—just the headlines have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field with the mountains blue in the background beyond the line of autumn trees is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships. It doesn't plan to balance its intramural budget with massive gate receipts; it is beyond the scope of public relations sports and the instant replay. The College's intercollegiate athletic program is based on the principle that people play for the love of the game and the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but it continually stresses that this is *collegiate* athletics, sports within the context of a total education.

Middlebury is a member of the New England Small College Athletic Conference (NESCAC): Wesleyan, Bates, Colby, Tufts, Williams, Amherst, Bowdoin, Trinity, Hamilton. Since in many of the sports, competition between all the member schools would be impossible because of the size of the conference, there are no conference champions nor was that the aim of the conference. Its primary purpose is to make sure that collegiate sports remain within the context of the educational philosophies for which these colleges are noted. Middlebury fans have been very pleased in recent years with the excellent records of many of their teams. Football, soccer, field hockey, and men's and women's lacrosse have been especially successful — men's lacrosse having just won their second successive ECAC Division II and III Championship. *(See page 194.)*

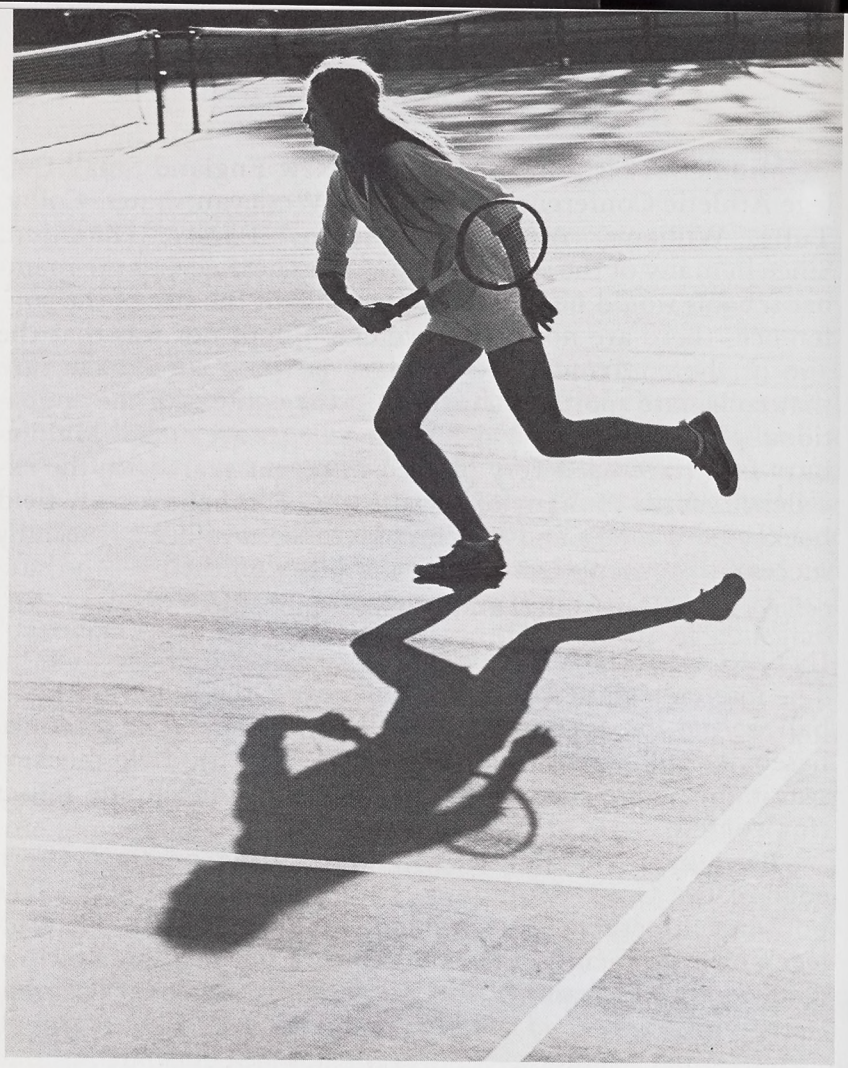
INTERCOLLEGIATE

The intercollegiate sports program covers the following: football, soccer, cross-country, basketball, hockey, skiing, tennis, baseball, golf, track and lacrosse (for men); field hockey, swimming, cross-country, skiing, lacrosse, squash and tennis (for women).

Because of the College's natural setting on the western edge of the Green Mountains, skiing has a prominent place both in competitive sport and individual recreation. The College's own ski facility, the Middlebury College Snow Bowl, in cludes a double chair lift, three Poma lifts, 9 miles of downhill trails and slopes, and extensive cross-country trails. The 55 meter Gignac Memorial Jump is the largest collegiate jump in the country. Access to the college ski facilities and the proximity to the major ski centers of the East like Sugarbush and Stowe have produced a string of outstanding Middlebury skiers and teams — both men's and women's. Last year our women's team won the first National Championship Ski Competition held for women at Boyne Mountain, Michigan.

PHYSICAL EDUCATION

Middlebury has a physical education program geared to lifetime sports. Students are expected to pass a swimming test and to qualify in five seasons of lifetime sport. Qualification can be either by a test of current achievement or by a program of instruction. Among the lifetime sports offered are: bowling, dance, fly-casting, golf, karate, riding, sailing, swimming, tennis, badminton, figure skating, ice skating, skiing, squash, touring, canoeing, scuba diving, cross-country skiing, archery, conditioning and cycling.



INTRAMURAL

Intramural sports play a large role in campus recreation. Fraternities maintain keen competition and play with independent groups and some of the more ambitious members of the faculty. Nearly 65% of all students are involved in some form of intramural athletic competition

INDIVIDUAL

Individual sports and recreation may range from a swim in the indoor pool to a skating date on the artificial ice rink, skiing the new lighted cross-country trail on the main campus, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing — all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from suburbs or large cities will find the service opportunities in the community unlike what they may have previously known. Vermont is a rural state with a low population density and the problems of and possibilities for social service reflect that fact. One of the long term programs in which students have been involved is a "Big Brother/Big Sister" program in connection with the Addison County Counseling Service. Some of the difficulties which local children experience stem from the physical isolation of rural farms. Rather than problems of population density which mark so-called urban ghettos, many families in Vermont can virtually drop out of contact with a larger society. This is especially true in rural poverty and a succession of Middlebury students working through the local social service agency have served as out-reach workers for low-income groups in the county.

One of the satisfactions of service work in the Middlebury area is that the contact with a problem is direct. There are no elaborate bureaucracies or overlapping interest groups to be dealt with. This is true of the political life of the town. An undergraduate ran for political office on a base of considerable service activity in the township. A recent graduate is now the Addison County VISTA volunteer responsible for coordinating the programs and services for the poor. Another recent graduate was elected to the Vermont House immediately following graduation.

There has been a steady supply of Middlebury students who volunteer their services to the Brandon Training School and the Shannon Street School for tutoring mentally retarded youngsters. Students have traditionally offered their services in art, crafts, drama, dance and music in the one-room schoolhouses in the rural towns and villages surrounding Middlebury. Other local organizations offer opportunities for volunteer work in social agencies, political campaigns, environmental programs, the arts, government and other activities which often complement students' academic and career interests. A Middlebury College Coordination Center was organized to coordinate the numerous and varied volunteer services of the College.

Requirements, Facts and Facilities

GRADUATION REQUIREMENTS

1. A student must successfully complete 32 regular fall or spring term courses and four winter programs to graduate. Only six courses with D grades may count toward graduation.
2. Students may not elect more than 14 fall or spring term courses in the same department.
3. All students must take in the freshman year one of the courses in the writing program: these include all courses in English-Drama at the 100 level, American Literature 201, and approved Winter Term writing courses.
4. Students must elect one Foundation course in three different Divisions of the College: Humanities, Natural Science, Social Science, or Foreign Languages.
5. In addition to a departmental major (or its equivalent) students must elect a Concentration in their upperclass years. A Concentration is a structured program of 4 or more courses.
6. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalogue.

MOTOR VEHICLES

Qualified students are permitted to have or operate a motor vehicle.

RESIDENCE

Middlebury is a residential college and students are expected to live in College residence halls or fraternities.

MEDICAL FACILITIES

The College has a well equipped Infirmary with a twenty bed inpatient facility. The Town of Middlebury has a hospital for more serious cases and the Medical Center Hospital of Vermont in Burlington has extensive medical facilities for all illnesses. A full-time resident physician acts as Medical Director of the College. He is assisted by two full-time registered nurses, a full-time clinical psychologist, and a psychiatric consultant who is available to students twice a week.

ADVISING

Every freshman is assigned to a member of the faculty who acts as his or her particular advisor throughout the year. Generally, an advisor has between 8 and 10 students for whom he or she is responsible. Junior Counselors, students living in the freshman dormitories, are particularly chosen to assist the freshmen during their first year.

After freshman year, advising is a function of the individual departments.

RELIGIOUS SERVICES

The Mead Memorial Chapel is the focus of College religious services. The program is Christian in emphasis and ecumenical in breadth. The Roman Catholic Church is immediately adjacent to the campus. Various Protestant denominations are represented in the town of Middlebury. The Hillel Foundation has maintained an active program for Jewish students in recent years. Although the nearest rabbi is in Burlington, the students with faculty assistance have had monthly meetings and services which have been attended by many people from outside the Jewish faith. Quaker and Christian Scientist groups are also active on the campus.

Admissions Data

ADMISSIONS REQUIREMENTS

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character, and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years each of two languages); three or four years of mathematics; two or more laboratory sciences; two or more years of history; and some study of music, art, or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year: the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants are required to take the Scholastic Aptitude Test and three Achievement Tests, including the one in English Composition. College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of 60 or higher on the Scholastic Aptitude Tests and rank in the upper fifth of their classes. However, applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

HEALTH CERTIFICATE

A satisfactory certificate of health must be presented before matriculation. Successful candidates are required to fill out medical blanks which are supplied by the College. Requirements include a physical examination, a chest x-ray or P.P.D., and inoculations for smallpox, tetanus and polio. No exceptions are granted from these requirements.

ADVANCED PLACEMENT

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced placement scores of 4 and 5 will usually be awarded credit. College level courses

taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

EARLY DECISION PLAN

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision Applications must reach Middlebury by November 15. All other data including College Board Aptitude and Achievement Tests must reach Middlebury by mid-December. Further information may be obtained from the Director of Admissions.

TRANSFER STUDENTS

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Director of Admissions for detailed information and application forms. The College does not make Financial Aid available to transfer students.

ANNUAL EXPENSES FOR STUDENTS

Middlebury College has adopted a comprehensive fee of $5,750 which includes all charges, except the $38 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which comes to an average of about $650. Travel costs are *not* included in this figure. *(See page 195.)*

FINANCIAL AID

To assist students who otherwise would be unable to attend Middlebury, the College awards financial aid in some combination of loan, job or grant for each academic year. The Financial Aid Form, available at most secondary schools, is the only application form required. Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upperclass students should be made at the Office of Financial Aid, where a more detailed information folder can also be obtained. *(See page 196.)*

GRANTS

Grants, awarded on the basis of a demonstrated need, are made from College funds or the Federal Basic or Supplemen-

tary Educational Opportunity Grants (BEOG or SEOG) programs. Students need not apply for specific College grants; the College will make this designation. In addition, the states of Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island and Vermont offer undergraduate grants or scholarships usable at Middlebury; *Middlebury strongly encourages students to apply for these state grants and will be glad to make the appropriate certifications.* Applications can usually be secured from your secondary school guidance counselor or by contacting your State Higher Education Assistance Agency.

LOANS

Loans are available to students from the following sources: 1. The Federal National Direct Student Loan Program (NDSLP). 2. The various State Guaranteed Insured Loan Programs (GILP). 3. The privately sponsored United Student Aid Funds (USAF). 4. A limited amount of the College's own loan funds. The College will certify the necessary applications for these loans.

STUDENT EMPLOYMENT

As far as possible, financial aid to upperclassmen will include the offer of campus employment; jobs are not usually assigned to freshmen. Students can expect to be assigned jobs as waiters or waitresses, research or library assistants, clerk-typists, receptionists, student union desk clerks, etc. A few specially qualified students can find employment, off-campus, under the Federal College Work-Study Program which also assists in financing many of the student jobs listed above. Laundry, newspaper, magazine, food, etc. concessions are also student-operated. The better-paying campus jobs are incorporated into the Financial Aid Program, but there are a number of lower-paying jobs that an interested student can apply for on his own initiative.

It is assumed that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The *net* summer earnings expectancy for both men and women students is $600 for pre-freshman year and $700 for pre-upperclass years.

PROCEDURE FOR ADMISSIONS

Inquiries regarding admission should be addressed to the Director of Admissions, The Emma Willard House, Middlebury College, Middlebury, Vermont 05753.

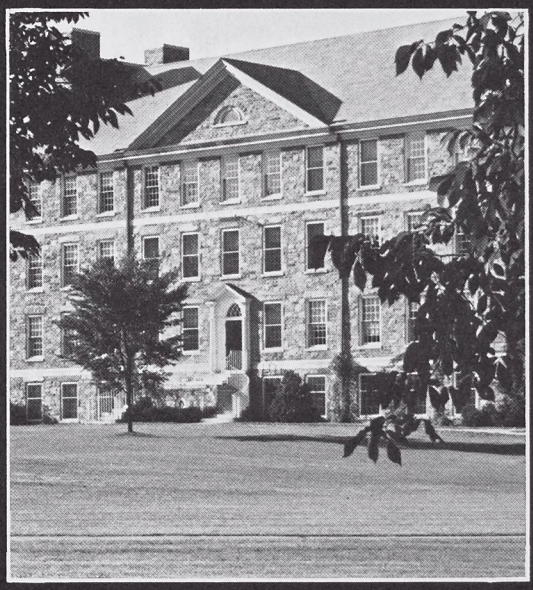
VISITS TO MIDDLEBURY

A personal interview, a chance to meet members of the Middlebury staff and see the campus, is always desirable. Applicants are encouraged to visit for this purpose between June 1 and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the Admissions Staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

For an interview or additional information, write:

Director of Admissions,
The Emma Willard House,
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-4929

SECTION II



ACADEMIC PROGRAMS

CURRICULUM

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

UNDERGRADUATE WORK

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the Fall and Spring Term. In the Winter Term, students select one course for concentrated study. Physical Education is carried as an elective without credit as a course unit. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in Karate, scuba, riding, skiing, and cross-country skiing). Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the Senior year may count for as many as three course units as the department determines. The course units may be distributed between Fall, Winter and Spring terms.

Entering freshmen select their first term program in consultation with their adviser. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student for either credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. All students must register for the Freshman writing program regardless of prior work or Placement scores.

WINTER TERM

During the month of January, students elect a single intensive program of study. This program may involve independent projects outside the curriculum or a course organized by a member of the faculty.

In addition to the course offerings, properly qualified students may participate in Independent Study under the direction of a faculty member in Internship programs involving significant exposure to the fundamental work of an established profession, or in Student-led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty.

Each Fall the Curriculum Committee of the faculty publishes a Winter Term catalogue. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two Winter courses as part of its major program. All Winter courses are graded on an Honors, Pass, Fail basis. Internships and Student-led Groups are graded credit/no credit.

All students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the Winter term. Seasonal options and opportunities in Physical Education continue through the Winter Term.

DEPARTMENTAL HONORS PROGRAM

Students may be nominated on the basis of their record as Honors Candidates in their major department at the end of their Junior year or in their Senior year up to the beginning of the Spring

Term. Honors work normally involves a special project. (If course units are allocated for Honor's Research the student registers for an appropriate number of 500 courses). Such projects normally culminate in the presentation of the work in the special project before a board of examiners drawn from the department in which the work is undertaken and one member from outside the department.

Departments award Honors, High Honors and Highest Honors in the particular field on the basis of a composite grade for all work in the major.

These Honors are printed on the Commencement program and in the next annual Catalogue, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chairman of the department, stating the nature and quality of the work done.

HONOR CODE

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are un-proctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

SCHOLARSHIP

When a student enters Middlebury College, he becomes a member of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though he is required to register for a certain number of units each term, his commitment to his own education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for his classes than he will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

RANKING SYSTEM

College Scholar:	3 A's and a B or better
Dean's List:	4 B's or better
Pass:	3 C's
Probation:	2 D's 1 D, 1 F F in Winter Term For students completing term with 3 units of credit: 1 D or 1 F
Failure:	3 D's 2 F's 1 F and 2 D's 2 D's or 1 F while on Probation F in Winter Term while on probation 3 times on probation For students completing term with 3 units of credit: 1 F and 1 D or 2 D's or a second term in succession of probationary standing "First-term freshmen who have two F's and two C's or better or three D's and one C or better at the end of their first term will be continued in college on academic probation. 2 D's and 1 F constitute Failure."

ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election at the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude,* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior man and woman attaining highest rank, the appointment of Valedictorians; to the second in rank, the appointment of Salutatorians.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

Course Offerings

NORMAL PROGRAM

The normal academic year consists of four courses in each of the Fall and Spring Terms, and one Winter Term program. Required Physical Education classes are carried as electives without credit as a course unit. The Physical Education program may be completed without extra charge although there are fees for certain courses (presently for lessons in karate, scuba, riding, skiing and cross-country skiing) which are optional to the student. Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Students who wish to take fewer or more than four courses in a Fall or Spring Term must obtain permission from the Dean of Students.

FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program: These include all courses in English at the 100 level except EL 110; American Literature 101; one section of History 103; and approved Winter Term writing courses when offered. The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the Freshman Year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 101 and courses in EL Freshman Writing Program may not be taken simultaneously.)

MAJOR PROGRAM, CONCENTRATION AND FOUNDATIONS COURSES

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and three foundations courses.

MAJOR

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over Fall, Winter, and Spring Terms. Where a Joint Major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change

Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the Department involved. A minimum of 10 courses must be completed in the major. The Official Majors offered at Middlebury College are:

American Literature
American Studies
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Classics
Economics
English
Environmental Studies (Biology)
Environmental Studies (Chemistry)
Environmental Studies (Economics)
Environmental Studies (Geography)
Environmental Studies (Geology)
Environmental Studies (Physics)
French
Geography
Geology
German
History
Italian
Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Theatre

Joint Major: The Biology-Chemistry major (listed above) is a Joint Major. Other Joint Majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These Joint Majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 courses will be met.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

Extended Major: Extended majors are designed to take advantage of the unique opportunities offered by Middlebury's summer and overseas programs. They afford students the opportunity for advanced study in a foreign language of disciplines other than literature. Successful completion of an extended major requires competence in a foreign language and the equivalent of a major in the natural sciences, social sciences or humanities which includes work at Middlebury's summer language schools or schools in Mainz, Madrid, Moscow, Paris or Florence.

CONCENTRATION

A concentration consists of four or more courses unified by a general principle. It may be departmental, or governed by an interdisciplinary theme (e.g., Asian Studies, Forms of Romanticism, Philosophy of Science).

Each student chooses or designs a concentration involving work substantially different from that of the major and consisting in most cases of courses from outside of the major division. A list of suggested concentrations designed by faculty precedes the listing of course offerings. Normally a concentration includes several courses beyond the introductory level. Students' concentrations must be approved before the end of their sophomore year.

FOUNDATIONS COURSES

In addition to the major and the concentration each student must pass a foundations course in three of the four academic divisions (Humanities, Foreign Languages, Social Sciences, Natural Sciences). These courses offer introductions to major historical tradition, great ideas and great works, providing foundations for further learning. A list of approved Foundations Courses precedes the listing of Concentrations.

DEGREE REQUIREMENTS

Details on official policies regarding Degree Requirements, Departmental Programs, Grading, etc., may be found in the latest Middlebury College Handbook.

In addition to the freshman, major, concentration and foundations course requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 Fall and Spring Term courses or their equivalent, and 4 Winter courses or their equivalent. Normally no more than 14 Fall and Spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, except as provided in approved combined plans with engineering and professional schools, and except for certain students in the Northern Studies Program.
3. All students must complete the Physical Education program.
4. Transfer students are required to complete successfully 18 courses at Middlebury, one of which must be a Winter Term course.

SPECIAL PROGRAMS

Preprofessional Programs. Students may engage in four-year preprofessional programs that prepare them for studies in medicine, dentistry, veterinary medicine, law, and business and management. These students should register with Dean Walter A. Moyer, Jr., as early as possible, and should periodically check their programs with him and with special advisers for law (Dr. Murray Dry) and business (Dr. D. K. Smith). In addition, information is available in Dean Moyer's office for students who whould like to prepare themselves for specialized fields (e.g., nursing, architecture, and many others), or to undertake graduate studies following their Middlebury work.

Dual Degree Programs. There are two ways to combine studies undertaken at Middlebury with those at a professional school so that a student is eligible for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business and management, and engineering. The programs are briefly outlined below. The candidate must register with Dean Walter A. Moyer, Jr., (Adirondack House), Chairman of the Preprofessional Committee, and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for combined plans are in effect with a limited number of schools of law, business and management, and engineering. Under these programs, if the candidate fulfills certain specified requirements, he or she may transfer to the professional school after completion of three years of work at Middlebury. When transferring to a law school or to a graduate school of business and management, the student is eligible for the Middlebury B.A. after successful completion of the first year of work at the professional school. If the student elects to transfer into a B.S. program in engineering, he or she is eligible for the Middlebury B.A. after receipt of the engineering degree. All such programs must be screened by the Preprofessional Committee of Middlebury College. In some cases a recommendation from the Preprofessional Committee will serve to automatically admit the candidate to the professional school.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, or graduate school of business and management, and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury B.A. Recommendation by the committee does *not* guarantee admission to

the professional school. If the candidate is recommended by the committee, and this recommendation is approved by the Administration Committee and the Faculty and Trustees of Middlebury College, he or she is eligible for the Middlebury B.A. after successful completion of the first year of study in a graduate-level program, or upon receipt of a B.S. degree in engineering.

Environmental Studies. Middlebury offers an interdisciplinary major in Environmental Studies, with Fields of Emphasis in Ecology, Environmental Chemistry, Environmental Geology, Human Ecology, Environmental Physics, and Environmental Economics. Interested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and the Chairman, Programs Abroad Committee.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department.

Exchange Programs. Middlebury has an arrangement with Berea College in Kentucky, St. Olaf's College in Minnesota and M.I.T. for one-to-one student exchanges during Winter Term and with Swarthmore College during Fall and Spring Terms. For information see the Dean of Students.

Independent Scholar Program. The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. Students interested should consult the Chairman of the Independent Scholar Committee.

Teacher Education Program. Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

American Studies. Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as Core Departments for these programs are: Political Science, Sociology-Anthropology, American Literature, and History. For complete descriptions of these programs see the Program in American Studies in the course description section of this catalogue.

FOUNDATIONS COURSES

The Foundations Course requirement applies to all Middlebury students beginning with the class entering in Fall, 1977. Each student must pass at least one Foundations Course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as Foundations Courses.) A list of Foundations Courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where Foundations Courses are identified with an * (asterisk).

FOREIGN LANGUAGES DIVISION

FL 201 Introduction to Linguistics
FL 205 The Nature of Language
FL 251 Literature and Revolution
FR 151 The World of Cinema
RU 151 Russian Literature's Golden Age (1830-1880)
RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-present)

HUMANITIES DIVISION

AR 101 An Introduction to Art and Art History
EL 110 Continental Fiction
EL 111 European Drama: Renaissance to Modern
EL 112 Mythologies Timeless and Timely, Traditional and Contemporary

HM 150 **Foundations of the Western Intellectual Traditions: Antiquity to the Reformation**
MU 109 **The Rudiments of Music**
RE 110 **Introduction to Western Religious Life and Thought**

NATURAL SCIENCES DIVISION

BI 105 **Biology of Human Behavior**
CH 110 **Chemistry — the Formative Years 1800-1915**
GL 102 **Dynamic Earth**
GL 172 **Global Tectonics**
MA 105 **Finite Mathematics: Probability, Statistics and Matrices**
MA 107 **Foundations of Mathematics**
PH 101 **The Nature of Things: Physical Reality and Human Thought**

SOCIAL SCIENCES DIVISION

HI 103 **Turning-points in Early Modern History**
HI 104 **The Formation of the Nation State in Western Europe, 1600 to Modern Times**
PS 107 **Politics and the Studies of Politics**
PY 105 **Foundations of Psychological Thought**
SA 105 **Social Man and Social Order: Issues in Freedom and Constraint**
SS 100 **Human Conflict**

The following courses were approved as Foundations Courses by the Curriculum Committee but will not be offered in 1977-78:

EL 114 **Classics of European Literature: Rome to the 19th Century**
SI **Captains, Kings, and Caudillos**
SI 290 **Dante: The Divine Comedy**

CONCENTRATIONS

The following is a list of Concentrations proposed by the faculty. A Concentration consists of four or more courses governed by a general principal. Each student who satisfies his or her graduation requirements in part by taking a Concentration, chooses or designs a Concentration which involves work substantially different from that of his or her major division. The student's Concentration must be approved by the Curriculum Committee before the end of his or her sophomore year. Every Concentration on the following list will be considered approved, the only question for the Curriculum Committee being whether it is an appropriate Concentration for a student with a particular major. For example, a student who majors in literature should not choose a Concentration in literature, even if it is offered in another division than that of his or her major department. In addition, students may propose Concentrations of their own design, which will be considered individually for approval by the Curriculum Committee.

Interdisciplinary and Interdepartmental

CN 001 AMERICAN CHURCH HISTORY

1. **HI 203 - HI 204 United States History**
2. **RE 306 Puritanism and Revivalism in America**
3. **RE 308 Seminar in American Religious History**
4. **RE 220 The Shaping of American Religious Life**

CN 002 APPLIED MATHEMATICS IN BIOLOGY

1. ***MA 105 Finite Mathematics**
2. **MA 112 Mathematical Analysis I**
3. **BI 110 Concepts of Modern Biology**
4. **BI 314 Genetics**
5. **BI 410 Evolutionary Biology**

CN 003 APPLIED MATHEMATICS IN PHYSICS

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism
5. PH 155 An Introduction to the Universe
6. PH 266 Contemporary Astronomy and Astrophysics

CN 004 ASIAN STUDIES

Any four courses from the list below, concentrating either on 1) a particular country (e.g. China), or 2) a particular issue (e.g. Social Structure and Social Change in Asia.) Please discuss with your adviser:

1. AR 203 The Art of India
2. AR 204 The Art of China
3. AR 208 The Art of Japan
4. FL 220 Modern Asian Fiction in Translation
5. GG 330 South and East Asia
6. HI 207 Imperial China
7. HI 208 Modern Chinese History
8. HI 209 History of Japan
9. HI 424 Communism in China
10. PS 210 The Politics of Development
11. PS 404 Seminar in Comparative Politics
12. RE 210 Religions of East Asia
13. RE 313 Buddhism and Social Change
14. SA 335 Chinese Society and Culture

CN 005 BASIC NEUROSCIENCES

1. PY 301 Physiological Psychology
2. BI 210 Comparative Vertebrate Anatomy
3. BI 211 Comparative Vertebrate Physiology
4. BI 350 Cellular Biology

CN 006 CHILDREN AND YOUTH

1. TE 215 The Immature Human Being
2. SA 352 Social Psychology

Plus two of the following:

3. PY 225 Child Psychology
   PY 226 Psychology in Clinical and Educational Contexts
   SA 315 Sociology of Education
   SA 316 The Sociology of Youth

CN 007 CHINESE CULTURE

1. SA 335 Chinese Society and Culture
2. HI 207 Imperial China
3. HI 208 Modern Chinese History
4. HI 424 Communism in China
5. RE 210 Religions of East Asia

CN 008 CHINESE STUDIES

1. CS 201 - 202 Intermediate Chinese

Any two of the following:

2. HI 207 Imperial China
   HI 208 Modern Chinese History
   HI 424 Communism in China
   SA 335 Chinese Society and Culture

Any two of the following:

3. AR 204 The Art of China

FL	220	Modern Asian Fiction in Translation
CS	225	Chinese Poetry
GG	330	South and East Asia
PS	210	The Politics of Development
PS	404	Seminar in Comparative Politics
RE	210	Religions of East Asia
SA	380	Anthropology of Religion

CN 009 THE CLASSICAL HERITAGE

Any four of the following:

1. EL	211	Classics of Literature: Greece
2. EL	227	Greek and Roman Drama
3.*HM	150	Foundations of the Western Intellectual Traditions
4. AR	311	Ancient Art
5. PA	115	Ancient Greek Philosophy

CN 010 CLINICAL-EXPERIMENTAL STUDIES

1. PY	301	Physiological Psychology
2. PY	227	Abnormal Psychology
3. BI	314	Genetics
4. PA	352	Philosophy of Mind

CN 011 COMPARATIVE DRAMA

1. SI	431	La Comedia Espanola Del Siglo De Oro
2. GN	410	German Drama
3. FR	321	French Classical Theater
4. FR	317	Modern French Theater

CN 012 CULTURES IN TRANSITION

1. HI	211	African History
2. SA	222	Native Peoples of South America
3. SA	246	Technology and Social Change
4. PY	411	Contemporary and Continuing Issues in Psychology
5. GG	311	The Geography of Development
6. GG	412	Environmental and Resource Analysis

CN 013 DEVIANT BEHAVIOR

1. SA	352	Social Psychology
2. SA	387	Sociology of Law
3. SA	388	Crime and Deviance
4. PY	216	Drugs and Behavior
5. PY	227	Abnormal Psychology

CN 014 EARLY CHURCH HISTORY TO THE REFORMATION

1.*HM	150	Foundations of Western Intellectual Traditions
2. RE	250	Philosophy and Theology of the Middle Ages
3. HI	326	The Medieval Outlook
4. HI	327	Europe in the Renaissance
5. HI	328	The Reformation

CN 015 ECONOMETRICS

1.*MA	105	Finite Mathematics
2. MA	112	Mathematical Analysis I
3. EC	210	Economic Statistics
4. EC	410	Econometrics

CN 016 ENVIRONMENTAL STUDIES

1. NS	150	Environmental Science
2. GL	112	Geology and Society
3. BI	190	General Ecology

4. GG 320 Meteorology and Physical Climatology
5. EC 365 Environmental Economics

CN 017 FOUNDATIONS OF MATHEMATICS

1.*MA 107 Foundations of Mathematics
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II
4. PA 236 Philosophy of Mathematics
5. PA 360 Intermediate Logic

CN 018 IMPERIALISM

1. HI 413 Writing and Research, Imperialism (not offered 1977-78, but HI 500 projects possible)
2. HI 211 African History
3. PS 333 20th Century Political Thought
4. PS 318 Political Philosophy
5. PS 210 The Politics of Development

CN 019 LATIN AMERICA AND ITS ANTECEDENTS

1. SA 222 Native Peoples of South America
2. SA 326 Latin American Society and Culture
3. SI 320 Introduction to Spanish Culture and Civilization
4. SI 330 Latin American Culture
5. SI 331 Folklore and Literature

CN 020 MATHEMATICS, ECONOMICS AND MODELS

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. EC 150 Introductory Economics (Macro)
4. EC 155 Introductory Economics (Micro)
5. MA 315 Mathematical Models in the Social and Management Sciences
6. MA 318 Operations Research
7. EC 355 Microeconomic Theory

CN 021 PERSONALITY AND ITS DETERMINANTS

1. SA 351 Psychological Anthropology
2. SA 352 Social Psychology
3. PY 304 Introduction to Personality
4. PY 225 Child Psychology

CN 022 QUANTUM REVOLUTION IN PHYSICS AND CHEMISTRY

1. CH 101 Fundamentals of Chemistry
2. PH 109 Mechanics and Thermodynamics
3. MA 112 Mathematical Analysis I
4. MA 200 Linear Algebra
5. CH 452 Physical Chemistry III

CN 023 RELIGION

1. PY 309 Psychology and Religion
2. PA 213 Philosophy of Religion
3. SA 380 Anthropology of Religion
4. RE 204 The Jewish and Christian Traditions

CN 024 RENAISSANCE CULTURE

1. EL 303 English Literature of the 16th Century
2. HI 327 Europe in the Renaissance
3. AR 201 Art of the Italian Renaissance
4. EL 321 or EL 322 Shakespeare *or*
   EL 224 Renaissance Drama

5. SI 341 *Don Quijote* and the Birth of the Modern Novel *or*
   SI 291 Eros in Boccaccio's *Decameron*

CN 025 REVOLUTIONS
1.*HI 104 Formation of the Nation State in Western Europe
2. HI 414 Marxism and European Socialism
3. PS 210 The Politics of Development
4.*FL 251 Literature and Revolution

CN 026 TECHNOLOGY AND SOCIAL CHANGE
1. SA 246 Technology and Social Change
2. SA 245 Applied Anthropology
3. PS 210 The Politics of Development
4. EC 330 The Economics of Development

CN 027 THE SOVIET WORLD
Any four or more of the following courses:
1. EC 335 Comparative Economic Systems
2. GG 340 The Soviet Union
3. HI 313 Russian History from the 9th Century to 1796
4. HI 314 Russian History, 1796-1976
5. PS 404 Seminar in Comparative Politics
6. PS 408 United States/Soviet Union Relations in the 1970's
7.*RU 151 Russian Literature's Golden Age (1830-1880)
8.*RU 152 Russian Modernism

CN 028 THIRD WORLD STUDIES
1. HI 211 African History
2. PS 210 The Politics of Development
3. PS 404 Seminar in Comparative Politics
4. HI 208 Modern Chinese History *or*
   HI 210 Modern Middle East History
5. GG 330 South and East Asia
6. GG 401 Population, Food & Energy

Departmental

AMERICAN LITERATURE

CN 029 AMERICAN LITERATURE
1. AL 101 (201) American Literature
2. AL 202 American Literature
3. Two Courses at the 300 or 400 level

CN 030 LITERARY GENRES
1. AL 101 (201) American Literature
2. AL 202 American Literature
   Two of the following:
3. AL 301 - 302 The American Novel (counts for two)
   AL 401 American Short Story
   AL 404 American Poetry
   AL 410 Seminar in American Poetry

CN 031 LITERARY HISTORY
1. AL 101 (201) American Literature
2. AL 202 American Literature
   Two of the following:
3. AL 402 Emerson, Melville, Whitman

AL 406 Black American Literature
AL 412 Folklore and Mythology
AL 301 - 302 & 407 are also well suited to a concentration in Literary History

ART

CN 032 ART HISTORY

1. AR 311 Ancient Art
2. AR 305 19th Century *or*
   AR 201 Italian Renaissance
3. AR 207 American Art
4. AR 203 Art of India *or*
   AR 204 Art of China *or*
   AR 208 Art of Japan
5. AR 301 Modern Architecture *or*
   AR 307 Art of the City
6. AR 102 Twentieth Century Painting and Sculpture

CN 033 THE ART OF EUROPE, RENAISSANCE AND BAROQUE

1.*AR 101 Introduction to Art
2. Any three additional courses in the Art of Europe, 1300-1700
3. A seminar or 500's project in the art of this period

CN 034 MODERN ART

1.*AR 101 Introduction to Art
2. Any three additional courses in the art of mid-18th century to the present
3. A seminar or 500's project in the art of this period

CN 035 ORIENTAL ART

1.*AR 101 Introduction to Art (recommended, not required)
2. Three additional courses in art of the Orient
3. A 500's project in Oriental Art

CN 036 STUDIO ART

1. AR 209 - 210 Design
2. AR 309 - 310 Painting *or*
   AR 315 - 316 Printmaking
3. AR 205 - 206 Figure Drawing *or*
   AR 319 - 320 Sculpture
4. AR 102 Twentieth Century Painting and Sculpture

BIOLOGY

CN 037 ENVIRONMENTAL BIOLOGY

1. BI 110 Concepts of Modern Biology
2. BI 203 Botany
3. BI 190 General Ecology
4. BI 315 Marine Microbiology
5. BI 311 Ecosystem Analysis *or* BI 415 Topics in Plant Ecology

CN 038 GENERAL BIOLOGY

1. BI 110 Concepts of Modern Biology
2. BI 314 Genetics
3. BI 205 Development
4. BI 316 Behavior
5. BI 410 Evolution

CN 039 BIOLOGY OF MOLECULES

1. BI 110 Concepts of Modern Biology
2. CH 101 Fundamentals of Chemistry

3. CH 241 Organic Chemistry I
4. BI 314 Genetics
5. BI 350 Topics in Cellular Biology *or* BI 305 Microbial Biology

CN 040 PHYSIOLOGICAL BIOLOGY

1. BI 110 Concepts of Modern Biology
2. BI 210 Comparative Vertebrate Anatomy
3. BI 211 Comparative Vertebrate Physiology
4. BI 305 Microbial Biology
5. BI 275 Plant Physiology

CHEMISTRY

CN 041 BIOCHEMISTRY

1. CH 101 Fundamentals of Chemistry
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 422 Biochemistry
5. CH 421 Biochemistry *or* New Biochemistry Laboratory

CN 042 CELLULAR STRUCTURE AND FUNCTION

1. CH 101 Fundamentals of Chemistry
2. BI 110 Concepts of Modern Biology
3. CH 241 (247) Organic Chemistry I
4. BI 350 Topics in Cellular Biology
5. BI 408 Advanced Topics in Cellular Biology (optional)

CN 043 ENVIRONMENTAL CHEMISTRY

1. NS 150 Environmental Science
2. CH 101 Fundamentals of Chemistry
3. CH 131 (137) Systematic Inorganic Chemistry
4. CH 211 (217) Analytical Chemistry I

CN 044 INORGANIC CHEMISTRY

1. CH 101 Fundamentals of Chemistry
2. CH 131 (137) Systematic Inorganic Chemistry
3. CH 211 (217) Analytical Chemistry I
4. CH 351 (357) Physical Chemistry I
5. CH 431 Advanced Inorganic Chemistry (optional)

CN 045 MOLECULAR BIOLOGY

1. CH 101 Fundamentals of Chemistry
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. BI 110 Concepts of Modern Biology
5. BI 314 Genetics

CN 046 ORGANIC CHEMISTRY

1. CH 101 Fundamentals of Chemistry
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 341 (347) Organic Chemistry III *or* CH 443 Advanced Organic Chemistry

ECONOMICS

CN 047 ECONOMIC THEORY

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 350 Macroeconomic Theory
4. EC 355 Microeconomic Theory
5. One applied course

CN 048 INDUSTRIAL DEVELOPMENT

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 330 The Economics of Development
4. EC 335 Comparative Economic Systems
5. HI 302 Economic History of the United States *or*
   HI 314 Russian History, 1796-1976

CN 049 INDUSTRIAL ECONOMICS

1. EC 155 Introductory Economics (Micro)
2. EC 355 Microeconomic Theory
3. EC 460 Industrial Organization and Public Policy
4. EC 385 Labor Economics *or*
   EC 315 Accounting
5. EC 320 The Corporation

CN 050 INTERNATIONAL ECONOMICS

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 355 Microeconomic Theory
4. EC 330 The Economics of Development
5. EC 440 The Economics of International Trade

CN 051 MONETARY ECONOMICS

1. EC 150 Introductory Economics (Macro)
2. EC 350 Macroeconomic Theory
3. EC 370 Monetary Theory and Institutions
4. EC 470 Public Finance

ENGLISH

CN 052 CREATIVE WRITING: POETRY

1. EL 103 Lyric and Narrative Poetry
2. EL 175 Poetry I
3. EL 275 Poetry II
4. EL 560 Independent Project in Poetry Composition

CN 053 CREATIVE WRITING: PROSE

1. EL 101 Narrative Fiction
2. EL 170 Prose Fiction I
3. EL 270 Prose Fiction II
4. EL 560 Independent Project in Prose Writing

CN 054 DRAMATIC LITERATURE

1. EL 227 Greek and Roman Drama
2. EL 224 Medieval and Renaissance Drama
3. EL 321 or 322 Shakespeare
4. TH 326 Modern Drama

CN 055 JOURNALISM

1. EL 260 Factual Writing
2. EL 279 Techniques of Research
3. EL 560 Independent Project in Journalism
4. Winter Term Internship in Journalism or an equivalent

CN 056 THE NOVEL

Any four of the following:

1. EL 206 The Early Novel
2. *EL 110 Continental Fiction
3. EL 207 Nineteenth Century Fiction

4. EL 208 The Twentieth Century English Novel
5. AL 301 The American Novel
6. AL 302 The American Novel

FRENCH

CN 057 FRENCH LANGUAGE AND CIVILIZATION

1. FR 205 Toward Liberated Expression
2. FR 206 Introduction to Contemporary France
3. FR 222 Facets of a Changing France
4. FR 313 French Civilization in the Twentieth Century

CN 058 FRENCH LANGUAGE AND LITERATURE

1. FR 205 Toward Liberated Expression
2. FR 207 Introduction to French Poetry, FR 208 Introduction to French Theater, FR 209 Introduction to French Novel (two of the three)
3. One Literature course at the 300 level

GEOGRAPHY

CN 059 GEOGRAPHICAL ANALYSIS OF HUMAN ACTIVITY

1. GG 101 The Geography of Earth Systems I: Nature and Society
2. GG 102 The Geography of Earth Systems II: The Technological World
3. GG 210 Economic Geography: Space, Environment and Economic Systems
4. GG 211 Geographic Perspectives on Urban Systems

Plus one of the following:

5. GG 310 Political Ecology
   GG 412 Environmental and Resource Analysis

CN 060 GEOGRAPHY OF THE LESS-DEVELOPED WORLD

1. GG 101 The Geography of Earth Systems I: Nature and Society
2. GG 311 The Geography of Development
3. GG 401 Population, Food, and Energy

Plus at least one regional course treating the Developing World:

4. GG 330 South and East Asia
   GG 331 Middle East

CN 061 GEOGRAPHY OF THE MORE-DEVELOPED WORLD

1. GG 102 The Geography of Earth Systems II: The Technological World
2. GG 210 Economic Geography: Space, Environment and Economic Systems
3. GG 211 Geographic Perspectives on Urban Systems

Plus at least one course treating the Developed World:

4. GG 340 The Soviet Union
   GG 341 Anglo-America
   GG 342 Europe

CN 062 THE PHYSICAL ENVIRONMENT OF MANKIND

1. GG 101 The Geography of Earth Systems I: Nature and Society
2. GG 220 Environment of Man: Dynamics of the Earth's Surface
3. GL 252 Geomorphic Processes
4. GG 320 Meteorology and Physical Climatology
5. GG 321 Biogeography

GEOLOGY

CN 063 GEOLOGY AND PETROLOGY OF PLANETARY BODIES

1. PH 155 An Introduction to the Universe
2. GL 192 Planetary Geology
3. GL 392 Igneous Petrology
4. GL 492 Advanced Petrology

CN 064 OUR GEOLOGIC ENVIRONMENT

1. GL 112 Geology and Society *or*
   GL 161 Elements of Oceanography
2. GL 252 Geomorphic Processes
3. GG 320 Meteorology and Physical Climatology *or*
   GG 321 Biogeography
4. GL 550 Readings and Research

CN 065 STRUCTURAL GEOLOGY

1.*GL 172 Global Tectonics
2. GL 381 Structural Geology
3. GL 392 Igneous Petrology
4. GL 481 Geophysics *or*
   GL 491 Metamorphic Processes

GERMAN

CN 066 GERMAN CULTURE AND CIVILIZATION

1.†GN 611 Advanced Practics
2.†GN 630 Landeskunde of the Federal Republic of Germany
3.†GN 631 Landeskunde of the German Democratic Republic
4. GN 201 Intermediate German
5. GN 202 Advanced German

†German Summer School

Note: This concentration requires a Winter/Summer combination, or 2 summers. (The latter is not recommended.)

CN 067 GERMAN LANGUAGE

1. GN 201 Intermediate German
2. GN 202 Advanced German
3.†GN 611 Advanced Practics
4.†GN 620 Phonetics
5.†GN 691 Methods of Teaching German

†German Summer School

Note: This concentration requires a Winter/Summer combination, or 2 summers. (The latter is not recommended.)

CN 068 GERMAN LITERATURE

1. GN 201 Intermediate German
2. GN 202 Advanced German
3. Plus 3 courses numbered 300 or higher, but excluding GN 303 Stylistics (not offered on a regular basis).

HISTORY

CN 069 AMERICAN HISTORY

1. HI 203 US History 1492-1861
2. *Plus any 3 of the following:*
   HI 204 US History 1861-1977
   HI 305 Twentieth Century America 1900-1940
   HI 306 Twentieth Century America 1938-1976
   HI 307 Black History
   HI 380 The Era of the Civil War and Reconstruction
3. HI 420 American Historical Writing

CN 070 ENGLISH CHURCH HISTORY

1. HI 428 England 1530-1668, Protest and Rebellion
2. HI 418 Writing and Research in English Church History

3. HI 423 The Stuart Period
4. HI 425 Henry VIII and the Historians
5. HI 318 English History as Background for English Literature

CN 071 MODERN EUROPE

1.*HI 103 Turning-points in Early Modern History
2.*HI 104 Formation of the Nation State in Western Europe
3. *Plus any 2 of the following:*
   HI 314 Russian History 1796-1976
   HI 315 History of Modern Europe
   HI 316 History of Modern Europe
4. HI 421 Germany 1918-1933 *or*
   HI 428 England 1530-1668

CN 072 THE RISE OF EUROPE

1.*HI 103 Turning-points in Early Modern History
2. HI 313 Russian History from the 9th Century to 1796
3. *Plus any 2 of the following:*
   HI 325 Civilization of the Dark Ages
   HI 326 The Medieval Outlook
   HI 327 Europe in the Renaissance
   HI 328 The Reformation

MATHEMATICS

CN 073 APPLICATIONS

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 315 Mathematical Models in the Social and Management Sciences
4. MA 318 Selected Topics in Operations Research

CN 074 ANALYSIS

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 202 Mathematical Analysis IV

CN 075 AXIOMATIC MATHEMATICS

1. A Foundations Course in Mathematics
2.*MA 105 Finite Mathematics
3. MA 200 Linear Algebra
4. MA 411 Elementary Topology

CN 076 METHODOLOGY OF COMPUTERS

1. MA 112 Mathematical Analysis I
2. MA 130 Introduction to Computers
3. MA 200 Linear Algebra
4. MA 231 Data Structures and Programming
5. MA 331 Numerical Analysis

CN 077 DISCRETE MATHEMATICS

1.*MA 105 Finite Mathematics
2. MA 200 Linear Algebra
3. MA 220 Graph Theory and Combinatorics
4. MA 321 Elementary Number Theory

CN 078 PROBABILITY

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 310 Probability

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history, theory or dance. At least one course of the four shall be at the 300 or 400 level. The following list does not exhaust the possible Music concentrations:

CN 079 MUSIC

1. *MU 109 Rudiments of the Musical Language
2. MU 220 Survey of Music History
3. MU 324 Music in the Romantic Era
4. MU 306 Performance

CN 080 MUSIC: DANCE

1. MU 101 Introduction to Music Styles
2. MU 140 Introduction to Dance
3. MU 260 Intermediate Dance Technique *or*
   MU 261 Intermediate Dance Technique
4. MU 360 Advanced Dance Technique *or*
   MU 361 Advanced Dance Technique

CN 081 MUSIC: HISTORY

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. MU 325 Music in the 20th Century
4. MU 140 Introduction to Dance

CN 082 MUSIC: PERFORMANCE

1. MU 306 Performance
2. MU 307 Performance
3. MU 500 Independent Project in Recital
4. MU 220 Survey of Music History

CN 083 MUSIC: THEORY

1. MU 209 Theory
2. MU 210 Theory
3. MU 309 Modal Counterpoint
4. MU 220 Survey of Music History

PHILOSOPHY

CN 084 CONTEMPORARY PHILOSOPHY

1. PA 223 An Introduction to Contemporary Philosophy
2. PA 307 Twentieth Century Ethics
3. PA 352 Philosophy of Mind *or*
   PA 354 Philosophy of Language *or*
   PA 704 Senior Seminar, when appropriate
4. PA 218 Introduction to Modern Logic

CN 085 HISTORY OF PHILOSOPHY

1. *HM 150 Foundations of Western Intellectual Tradition *or*
   PA 115 Ancient Greek Philosophy
2. HM 160 The Origins of Modern Thought *or*
   PA 116 Modern Philosophy
3. PA 223 An Introduction to Contemporary Philosophy
4. Some course from PA 400-420, Studies in the History of Philosophy

CN 086 LOGIC AND PHILOSOPHY OF SCIENCE

1. PA 218 An Introduction to Modern Logic
2. PA 353 Philosophy of Science

3. PA 356 Philosophy of Social Science
4. PA 223 Introduction to Contemporary Philosophy *or*
   PA 351 Theory of Knowledge

CN 087 VALUE THEORY: ETHICS, AESTHETICS, AND POLITICAL PHILOSOPHY

1. PA 305 Introduction to Ethics *or*
   HM 160 The Origins of Modern Thought
2. PA 307 Twentieth Century Ethics
3. *Two courses from the following:*
   PA 213 Philosophy of Religion
   PA 233 Aesthetics
   PA 309 Philosophy of Law
   PS 317 Political Philosophy: The Classical Tradition
   PS 318 Political Philosophy: Modernity
   PS 333 Twentieth Century Political Thought

PHYSICS

CN 088 PHYSICS

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magneticsm

POLITICAL SCIENCE

CN 089 AMERICAN FOREIGN POLICY

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. PS 408 United States/Soviet Union Relations in 1970's *or*
   PS 412 Seminar on Diplomacy

CN 090 AMERICAN NATIONAL GOVERNMENT

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 203 American Politics and Legislation *or*
   PS 204 American Politics and Legislation *or*
   PS 307 The American Presidency *or*
   PS 303 Introduction to Public Administration
3. PS 305 American Constitutional Law *or*
   PS 306 Constitutional Law *or*
   PS 315 The Judicial Process
4. PS 402 Seminar on American Constitutional Law *or*
   PS 411 Seminar in Public Administration

CN 091 INTERNATIONAL RELATIONS

1. PS 201 International Politics
2. PS 202 Contemporary International Politics *or*
   PS 311 American Foreign Policy
3. PS 331 Theory and Method of Political Analysis
4. PS 405 Seminar on the Causes of War *or*
   PS 412 Seminar on Diplomacy

CN 092 LAW AND POLITICS

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes

2. *Two from the following:*
   PS 305 American Constitutional Law
   PS 306 Constitutional Law
   PS 315 The Judicial Process
3. PA 309 Philosophy of Law *or*
   PS 402 Seminar on American Constitutional Law

CN 093 MATTER AND MANNER IN THE STUDIES OF POLITICS

1. PS 101 Introduction to Political Science *or*
   *PS 107 Politics and the Studies of Politics
2. PS 317 Political Philosophy *or*
   PS 318 Political Philosophy
3. PS 331 Theory and Method of Political Analysis
4. PS 333 Twentieth Century Political Thought *or*
   PA 356 Philosophy of Social Science

CN 094 POLITICAL PHILOSOPHY

1. PS 101 Introduction to Political Science *or*
   *PS 107 Politics and the Studies of Politics
2. *Two courses from the following:*
   PS 317 Political Philosophy
   PS 318 Political Philosophy
   PS 333 Twentieth Century Political Thought
3. PS 401 Seminar on Representative Government *or*
   PS 409 Seminar in Political Philosophy

PSYCHOLOGY

CN 095 BIOPSYCHOLOGY WITH AN INTEREST IN PHARMACOLOGY

1. PY 301 Physiological Psychology
2. PY 216 Drugs and Behavior
3. CH 242 Organic Chemistry II
4. CH 422 Biochemistry

CN 096 CLINICAL-EDUCATIONAL PSYCHOLOGY

1. PY 225 Child Psychology
2. PY 226 Psychology in Clinical and Educational Contexts
3. PY 227 Abnormal Psychology
4. PY 304 Personality

CN 097 EXPERIMENTAL-ANIMAL PSYCHOLOGY

1. PY 201 Research and Communication
2. PY 207 Conditioning and Learning
3. PY 301 Physiological Psychology
4. BI 316 Animal Behavior

CN 098 EXPERIMENTAL-HUMAN PSYCHOLOGY

1. PY 201 Research and Communication
2. PY 202 Psychophysics
3. PY 208 Memory
4. PY 303 Social Behavior

CN 099 EXPERIMENTAL PHYSIOLOGICAL PSYCHOLOGY

1. PY 201 Research and Communication
2. PY 301 Physiological Psychology
3. PY 316 Research in Physiological Psychology
4. BI 316 Animal Behavior

RELIGION

CN 100 ASIAN RELIGION

1. RE 209 The Hindu Religious Traditions
2. RE 210 Religions of East Asia
3. RE 311 Buddhist Philosophy
4. RE 313 Buddhism and Social Change
5. HI 430 Man and Nature in Traditional China

CN 101 PHILOSOPHY OF RELIGION

1.*RE 110 Introduction to Western Religious Thought
2. PA 213 Philosophy of Religion
3. RE 250 Philosophy and Theology in the Middle Ages
4. RE 301 Modern Views of God and Religious Life
5. RE 302 Modern Views of God and Religious Life

RUSSIAN

CN 102 RUSSIAN

1. RU 101 - 102 Beginners Russian (2 semesters)
2. RU 201 - 202 Intermediate Russian (2 semesters)
3.*RU 151 Russian Literature's Golden Age (1830-1880) (in English)
4. RU 321 The Soviet Man and His World

CN 103 RUSSIAN LITERATURE IN TRANSLATION

1.*RU 151 Russian Literature's Golden Age (1830-1880)
2.*RU 152 Revolutionary Literature in a Revolutionary Society
3. RU 351 Dostoevsky
4. RU 352 Tolstoy

SOCIOLOGY-ANTHROPOLOGY

CN 104 COMPLEX CULTURES

1. SA 326 Latin American Society and Culture
2. SA 335 Chinese Society and Culture
3. SA 343 American Community Studies
4. SA 354 Ethnic Groups in the United States

CN 105 SOCIOLOGY OF ORGANIZATIONS

1. SA 345 Work, Leisure and Sport
2. SA 385 Medical Sociology
3. SA 387 Sociology of Law
4. SA 315 Sociology of Education

SPANISH/ITALIAN

CN 106 EMPHASIS ON CULTURE

1. SI 219 Writing in Spanish
2. SI 220 Spanish Conversation
3. SI 320 Introduction of Spanish Culture and Civilization
4. SI 330 Latin American Culture

CN 107 EMPHASIS ON LANGUAGE

1. SI 201 Intermediate Spanish
2. SI 219 Writing in Spanish
3. SI 220 Spanish Conversation
4. SI 315 El Arte de la Traduccion

THEATRE

CN 108 ACTING AND DIRECTING

1. TH 116 or TH 126 History of Drama

2. TH 102 Acting I
3. TH 214 Directing I
4. TH 326 Modern Drama
5. TH 202 Acting II *or*
   TH 224 Directing II *or*
   TH 210 or TH 220 Production Studios *or*
   TH 500 Independent Project

CN 109 STAGE DESIGN

1. TH 116 or TH 126 History of Drama
2. TH 214 Directing I
3. TH 213 Stages and Lighting Design
4. TH 221 Scene Design *or*
   TH 325 Costume Design
5. TH 219 or TH 229 or TH 500, Production Studio or Independent Project

*Foundations Course

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors Program. These course numbers may signify on-going work, and in such event are marked "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100-199 are usually taken by freshmen; 200-299, by sophomores; 300-399, by juniors; 400-499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1977-78 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring Term offerings listed for the year 1977-78 may be incomplete. Departments may be consulted about the possibility of other courses. Winter Term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

One credit. A course intended primarily to improve writing skills. Numerous papers and thorough criticism comprise the basic format. Class discussions focus on analysis of literature and development of analytical skills. This course does not fulfill the Freshman Writing requirement. Mr. Lindholm

ID 101 Intensive Freshman Writing Seminar Spring

One credit. Similar to ID 100, but with a greater emphasis on developing critical approaches to literature. Assignments include numerous short papers, journal, hour exams, research paper and final exam. Mr. Lindholm

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the Departments of Classics, French, German, Russian, and Spanish and Italian, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

***FL 201 Introduction to Linguistics** Fall

An introduction to the study of human language. Some of the major topics to be considered are: nature of human language and how it differs from other communication systems; discovery of the genetic relationship of languages and development of historical and comparative linguistics; aims and methods of descriptive linguistics; articulatory and acoustic phonetics; phonemics and morphemics; different models of syntactic description; development of and reaction to transformational-generative grammar; semantics; relationship and application of linguistics to other fields of study. Method of instruction: primarily lecture with class participation, problem-solving and several short papers or projects.

Mrs. Olinick

***FL 205 The Nature of Language** Spring

An examination of the nature of language and how it is learned. The course is intended to be as non-technical as the subject will allow, and serves as an introduction to the many forms of language as a system of communication. English is used primarily as the model in the early weeks, but students are encouraged to include some aspect of a foreign language in their final paper or project.

Mr. Peel

FL 220 Modern Asian Fiction in Translation Spring

A selection of translated works from twentieth century Asia characterized by high literary merit and historical significance. Included will be works by Japanese writers Yukio Mishima, Junichiro Tanizaki and Yasunari Kawabata; Prem Chand and Raja Rao of India; and from China Lu Hsun, Mao Dun and Pa Chin. The course will also include comparison of the above Asian writers with novels by certain Western authors which also treat the turbulent changes of twentieth century Asia, i.e., Pearl Buck, George Orwell, Graham Greene, etc. The course format centers on discussion of each assigned work with prefatory remarks by instructor and short written analyses by students.

Mr. Berninghausen

***FL 251 Literature and Revolution** Fall

A comparative study of twentieth-century literature in which the main theme is political revolution. Works of significant literary value will describe revolutionary movements in various parts of the world from contrasting ideological perspectives. The weekly one hour lecture and two hours of discussion will explore the interrelationship between political didacticism and literary artistry.

Mr. Berninghausen, Mr. Veguez

FL 301 Greece without Western Civilization Spring

The instructor will introduce the Greeks through their writings and careful interpretation of data without the encumbrance of what he believes to be an essential bogus afterthought: Western Civilization. Freed from responsibility to posterity, the Greeks emerge as vastly different from us, a different people in a different world finding different solutions to some of the same problems. The purpose of the course is to show how imaginative thinking can grow out of a matrix of severe scholarship, and to expand the student's palette of social reactions. Reading: About 300 pages per week but no quizzes; lectures are roving but cover a range of topics not included in half the reading; a 3-page paper is due each Friday which will join imaginative thinking with fact and will be commented but not graded; final examination will be oral. (No prerequisites.)

Mr. Harris

FL 316 Symbolism and Modern Poetry Fall

An introduction to the notion of symbolism in its European context, with emphasis on symbolism as a major cultural movement touching on literature, art, music and psychology. Students will read the poetry of the French Symbolist poets (Baudelaire, Mallarmé, Verlaine, etc.) as well as that of some non-French poets such as Yeats, Rilke, D'Annunzio. Discussions will cover other major currents of the movement in art, music and philosophy. Students will be reading from the works of Jung, Swedenborg, Nietzche. Special lectures will be arranged on Symbolist art, on Wagner as a Symbolist and on dream symbols. Lectures and discussions will be in English, but students are expected to have a reading knowledge of the language of at least one of the studied works. All works will be available in translation but discussions will be based on the original texts.

Ms. Maguire

FL 331 The French Novel and the Crises of "Femininity" Spring

A study of the socio-psychological as well as the historical and literary context of the major crises of the "feminine" experience (adolescence, marriage, motherhood, divorce, old age) through the writings of French novelists from the 17th century to the present, with emphasis on works written by women. Students will also be reading selected critical texts from Kate Millet, Helene Cixous, Simone de Beauvoir, Adrienne Rich. Course will be taught in English.

Ms. Maguire

For additional courses offered in English, see also:

CL 215	**Greek Drama: Euripides**	Fall
CL 220	**Introduction to Greek Science**	Fall
[CS 225	**Chinese Poetry]**	
***FR 151**	**The World of Cinema**	Fall
***RU 151**	**Russian Literature's Golden Age (1830-1880)**	Fall
***RU 152**	**Russian Modernism (1880-present)**	Spring
RU 351	**Dostoevsky**	Fall
RU 352	**Tolstoy**	Spring
SI 292	**From Medieval to Humanistic Thought in Italian Literature**	Fall

*Foundations Course

DIVISION OF HUMANITIES

***HM 150 Foundations of the Western Intellectual Traditions: Antiquity to the Reformation** Fall

Through a study of philosophical and theological texts we shall attempt to comprehend the basic questions and methods of Western intellectual traditions. We shall be concerned with such topics as the nature of human knowledge, the existence of God, the possibility of human freedom, and man's place in the universe. This course is not a comprehensive history of ideas, but a study of great works in their own context and in ours. Selections from *The Bible*, Sophocles, Plato, Aristotle, Epicurus, Anselm, Luther or Calvin, Montaigne and Descartes.

Ms. Baker, Mr. Bates, Mr. Nuovo

[HM 160 The Origins of Modern Thought: Science, Religion, Society] Offered in 1978-79.

*Foundations Course

DIVISION OF NATURAL SCIENCES

NS 150 Environmental Science Fall

An interdisciplinary course for non-science majors designed to explore the role of science in defining natural constraints on human use of environment. The major foci are water, food, energy, and natural hazards. Case studies provide a framework for understanding principles of physical, chemical and biological processes, both in natural and altered environments. The stress is on scientific analysis and definition of particular situations, but some attention will be given to economic and legal responses. Each student will prepare a paper that analyzes a selected example. Mr. Woodin, Mr. Pool, Mr. Baldwin, Mr. Illick and Mr. Wolfson

DIVISION OF SOCIAL SCIENCES

***SS 100 Human Conflict** Spring

An interdisciplinary course dealing with the problem of human conflict. Two major social problems, racial conflict in the United States and inter-nation conflict in the Middle East, will be studied from the viewpoints of four different diciplines in the social sciences. Each of the four disciplines — History, Political Science, Social Psychology, and Sociology — presents a different perspective on how social scientists confront major contemporary human problems. In each of the cases studied, we will begin by tracing the development of the problem through the broad perspective of an historian. Then, hypothetical causes of individual frustration and aggression will be considered from the perspective of social psychology, followed by the sociologist's focus on social groupings and coalition formation. Finally, problems of political deprivation and inter-nation conflict are considered from the perspective of a political scientist. The course will conclude with a general critique of the role of social science in developing an understanding of the causes and consequences of human conflict.

Mr. Leng, Mr. Spencer, Mr. Haerle and Mr. Brockner

*Foundations Course

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the major figures and the chief literary movements as manifested in the writings of both major and secondary figures. The interplay between the general culture and literature and the relationship of writers to one another are emphasized.

Required for the major: AL 101 or 201 and 202; AL 301 and 302; AL 402; three other term courses in the Department; the Senior Program. Each major is required to take at least two courses in American history and two term courses in a non-American literature, the courses to be determined in consultation with the Faculty Adviser.

The Senior Program consists in a Fall Term Seminar and a Spring Term Seminar which includes a General Examination.

Honors Program: Departmental honors are awarded on the basis of a Senior Thesis. To qualify as a candidate for honors one must have had an average of B or over for previous work in the Department. In consultation with the Faculty Adviser and with Department approval, the student will select a topic for independent investigation in the Spring of the Junior year. In the Senior year he or she will take AL 700 (Senior Research) in the Fall Term and in either the Winter or Spring Term.

An oral examination will be given on the thesis. The examination will be given by three faculty members, one of whom will ordinarily be from outside the Department. Highest Honors will be granted for a grade of A or above, High Honors for a grade of B+ or A−, Honors for a grade of B. For Honors in any of these categories the student must also have a final average of B for all work in the Department and a B on the General Examination.

FRESHMAN WRITING PROGRAM

All Freshmen must elect one of the courses in the writing program: these include all courses in English at the 100 level except EL 110; American Literature 101; one section of History 103; and approved Winter Term writing courses when offered. These are courses designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close correction of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen wishing to satisfy this requirement by taking American Literature must register for AL 101.

AL 101, 201 American Literature Fall, Spring

A study in the growth of American literature from the 17th through the first half of the 19th century, as emerging from its cultural backgrounds, and the significance of its major writers: Edwards, Franklin, Cooper, Irving, Poe, Hawthorne, Emerson, Thoreau, and others. (AL 101 satisfies freshman writing requirements.) Staff

AL 202 American Literature Fall, Spring

A study in the growth of American literature from the second half of the 19th century to the present, as emerging from its cultural backgrounds, and the significance of its major writers: Whitman, Melville, Twain, James, Crane, Faulkner, Frost, Eliot, Stevens, Hemingway, and others. (AL 101 or 201.) Staff

AL 301 The American Novel Fall

The development of the American novel: the meaning and structure of the novels of the 19th century focusing on particular novels of Cooper, Hawthorne, Melville, Twain, Howells, James, Norris, and Dreiser. (AL 202 or permission.) Mr. McWilliams

AL 302 The American Novel Spring

An analysis of thematic and structural aspects in representative American novels of the 20th century with concentration on Cather, Dos Passos, Fitzgerald, Hemingway, Faulkner, Wright, Ellison, and Bellow. (AL 301.) Mr. McWilliams

AL 401 The American Short Story Spring

A study of the development of short prose fiction in America from Edgar Allan Poe to the present. The history of the short story form, techniques, and changing point of view will be considered with regard to Hawthorne, O'Henry, James, Crane, Fitzgerald, O'Connor and others. Ms. Pemberton

AL 402 Emerson, Melville, Whitman Fall

A study in depth of selected works of three major American writers emphasizing their relationship in the context of the time. (AL 202 or permission.) Mr. Andersen

AL 404 Modern American Poetry Spring

An introduction to the style and thought of Robinson, Frost, Stevens, Williams, Cummings, Crane and Roethke. Special attention will be paid to the theme of the poem as cure — what Stevens calls "a cure of the ground" and what Frost calls "a stay against confusion." (Junior or Senior AL or EL majors or permission.) Mr. Conron

AL 406 Black American Literature Fall

An introductory study of Black American poetry and prose narrative from the 19th century to contemporary times. Readings will include selections of slave narratives, folk tales, folk sermons, speeches, short stories, poems, and novels. (Permission. Limited to 25 students.) Mr. Conron

AL 407 American Autobiography Fall

A study of the development of American character as manifested in the self-histories of the Puritans, the *Autobiography of Benjamin Franklin,* Grant's *Personal Memoirs, The Education of Henry Adams,* Conrad Aiken's *Ushant,* the *Autobiography of Malcolm X,* and others. (HI 203 or AL 202, or permission.) Staff

AL 408 Southern Fiction Fall

A study of themes, form and intention in the fiction of Southern American writers from George Washington Cable through Glasgow, Faulkner, Tate, Wolfe, Warren, McCullers and others. Ms. Pemberton

[AL 410 Seminar: Studies in Contemporary American Poetry] Offered in 1978-79.

[AL 412 Folklore and Mythology] Offered in 1978-79.

AL 500 Special Research Fall, Spring

Open to individual qualified majors. (Permission.) Staff

AL 700 Senior Research Fall, Winter, Spring
For Senior majors who are candidates for Departmental Honors. Staff

AL 704 Senior Seminar Fall
A study of general topics based upon selected readings and on the student's general knowledge of the field of American Literature. Each student will present a report and write a paper on a topic chosen in consultation with one of the participating faculty. (Senior majors.)
Staff

AL 705 Senior Seminar and General Examination Spring
Group discussion based on readings of historical and critical studies. The discussions and readings are designed to prepare the student for the General Examination, in which he or she will be expected to make informed statements about literary relationships and the interplay of literature and general culture. (Senior majors.) Staff

See also American Studies

See also Division of Humanities.

See Division of Foreign Languages for listing of courses taught in English.

PROGRAM IN AMERICAN STUDIES

This program offers students the possibilities of an interdisciplinary approach to the study of American culture as it variously manifests itself in events, in institutions, in the arts, in ideas, in values.

Students are expected to achieve a certain breadth and range by work in various departments (see Section I below). They are further expected to integrate and focus their work: first by advanced work in at least one discipline; and secondly, by work in the American Studies Seminars and in the Senior Thesis (see Sections II and III below).

Students seeking information on the American Studies Program may consult Professors Conron, Nuovo, or Catton.

Eighteen courses in the following three categories are required for the major:

I. Courses required of all students (10)

AL 101 or 201 American Literature
AL 202 American Literature

PLUS

One other Course in American Literature

HI 203 United States History, 1492-1861

HI 204 United States History, 1861-1977

PLUS

One other course in American History

[PS 102 American Political Regime] Offered in 1978-79.
RE 220 The Shaping of American Religious Life
SA 106 Introduction to Sociology: Social Inequality

SA 107 Contemporary American Society

PLUS *one* of the following:

SA 343 American Community Studies
SA 354 Ethnic Groups in the United States

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will give the student a concentrated experience in a single, traditional discipline.

American Literature

**AL 301-302	The American Novel	Fall, Spring
AL 401	The American Short Story	Spring
AL 402	Emerson, Melville, Whitman	Fall
AL 404	Modern American Poetry	Spring
AL 406	Black American Literature	Fall
AL 407	American Autobiography	Fall
[AL 410	Seminar: Studies in Contemporary American Poetry] Offered in 1978-79.	
[AL 412	Folklore and Mythology] Offered in 1978-79.	

**Strongly recommended for majors.

Art

AR 207	American Art	Spring
[AR 301	Modern Architecture] Offered in Spring 1979.	

Economics

EC 150	Introductory Economics (Macro)	Fall or Spring
EC 152	Toward Economic Literacy	Fall
EC 155	Introductory Economics (Micro)	Fall or Spring
**EC 320	The Corporation	Spring
**EC 365	Environmental Economics	Fall
**EC 370	Monetary Theory and Institutions	Spring
**EC 385	Labor Economics	Fall
**EC 460	Industrial Organization	Fall
**EC 470	Public Finance	Spring

**Check prerequisites

History

HI 302	Economic History of the United States	Spring
HI 305	Twentieth-Century America, 1900-1940	Fall
HI 306	Twentieth-Century America, 1938-1976	Spring
HI 307	Black History	Spring
HI 420 - 430	Readings courses in American History, as offered.	

Political Science

PS 104	Introduction to American Political Processes	Fall
PS 203	American Politics and Legislation	Fall
PS 303	Introduction to Public Administration	Spring
[PS 305	American Constitutional Law: Principles and Structure] Offered in 1978-79.	
[PS 306	American Constitutional Law: Individual Rights]	
PS 307	The American Presidency	Fall
PS 315	The Judicial Process	Spring
[PS 402	Seminar on American Constitutional Law]	

Sociology-Anthropology

[SA 246	Technology and Social Change]	
[SA 315	Sociology of Education]	
SA 316	Sociology of Youth	Spring
SA 343	American Community Studies	Fall
[SA 345	Work, Leisure and Sport]	
SA 354	Ethnic Groups in the United States	Spring
SA 387	Sociology of Law	Spring
SA 388	Crime and Deviance	Fall
SA 390	Sociology of Women	Fall

III. Advanced Studies: FOUR Courses required.

AS 400 Seminar in American Studies (Junior Year) Fall
An introduction to the theories and methods of American Studies and their application to a particular theme or aspect of American culture. Staff

AS 401 American Studies Research Seminar (Junior Year) Spring
An introduction to the definition and exploration of research topics in American Studies. Major requirement of this course: a research paper using both primary and secondary sources. Staff

AS 700 Senior Thesis Fall and Spring
For students who have completed AS 400 and AS 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a written thesis of substantial length (80-100 pp.) on some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than April 1. Staff

AS 704 Seminar in American Studies (Senior Year) Spring
Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group. Staff

ART

Required for the major: In the belief that experience in both the practice and history of art constitute the most rewarding program, the Department requires both AR 101, Introduction to Art and Art History *(or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Introduction to Design, of its beginning students. Completion of these courses with a grade of C or better qualifies a student for the major.

Students may complete their requirement in either of two ways:

Alternative A: Six additional courses in art history plus two terms of AR 700 (Senior work), normally Fall and Winter in order to write a senior thesis.

Alternative B: Four additional studio courses and four additional courses in the history of art, plus senior work. Senior work may assume two forms. Either the student may elect three terms of AR 700 and carry out a sustained studio project in a single medium or the student may elect at least two studio courses beyond the six required of the major.

Honors: are awarded to students who do outstanding work in studio or art history. Normally a senior thesis or a portfolio produced during senior year must be presented by candidates for honors.

Teacher Training: Students interested in teacher training in art should consult with Professor Jimenez of the Teacher Education Program and with Mr. Reiff.

***AR 101 An Introduction to Art and Art History** Fall
This course is an introduction to the study of Western painting, sculpture, and architecture. We will begin with the issues of media and style, and proceed to questions of symbolism and meaning. A number of art-historical problems will be investigated in depth; we will conclude with a consideration of value judgments and how they are made. Mr. Hunisak and Staff

AR 102 Twentieth Century Painting and Sculpture Spring
With a format identical to AR 101, this course is offered on an introductory level and assumes no prior experience in art history. Post-Impressionism, Fauvism, Cubism, Expressionism, and Surrealism and such masters as Cézanne, VanGogh, Gauguin, Seurat, Munch, Matisse, Picasso, Klee, Mondrian, and Duchamp will be considered. Later developments such as Abstract Expressionism, Conceptualism, and Photo-Realism will not be slighted. (Open to freshmen, sophomores, and by permission, to upperclassmen.) Mr. Reiff and Staff

AR 201 Art of the Italian Renaissance Fall
A survey of Italian Art with a concentration on the High Renaissance of the 16th century. The art of Leonardo, Michelangelo, Raphael, Titian, and Correggio will be given special attention. Parallels between style and the historic events will be drawn and the issue of Mannerism and its place will be investigated. Mr. Colbert

[AR 203 The Art of India] Offered in Spring 1979.

AR 204 The Art of China Fall
An historical and stylistic survey of the painting, sculpture, ceramics, jades, architecture, and the bronzes. No previous knowledge of Chinese culture or history is expected of the student. Mr. Reiff

AR 205 Figure Drawing Fall
A studio course in the discipline of figure drawing. Working from the model, the student will make intensive study drawings concerning problems of proportion, distortion, scale, and motion. Limited to 30 students. (Permission.) Mr. Bumbeck

AR 206 Figure Drawing Spring
A continuation of AR 205. Mr. Bumbeck

[AR 207 American Art] Offered in Spring 1979.

[AR 208 The Art of Japan] Offered in Fall 1978.

AR 209 Introduction to Design Fall
Study of two-dimensional organization of forms and space. Critical analysis of pictorial structure to provide a conceptual foundation of self-evaluation and for further work. Students are required to take AR 210 to receive credit for AR 209. This course is required for all Art majors. Limited to 30 students. Mr. McFarlane and Staff

AR 210 Introduction to Design Spring
A continuation of AR 209. Limited to 30 students. Mr. McFarlane and Staff

AR 211 American Design Spring
A history of Architecture and the minor arts in America from its colonization through the mid-twentieth century. Mr. Andres

[AR 301 Modern Architecture] Offered in Spring 1979.

[AR 302 Baroque Art: Painting, Sculpture and Architecture in Seventeenth Century Italy] Offered in Fall 1978.

[AR 303 Northern European Painting: 1300-1600] Offered in Spring 1979.

AR 304 The Art of Northern Europe: The Baroque Spring
This survey concentrates on the art of the 17th and 18th centuries as it developed in Flanders, the Netherlands, France, and England. Focus will center on such major figures as Rembrandt, Vermeer, Rubens, Poussin, and Hogarth. Mr. Colbert

AR 305 Painting and Sculpture of 19th Century Europe Fall
Painting and sculpture just before the French Revolution, Neo-Classicism, the Romantic movement, Realism, and Impressionism primarily in France with excursions into England, Germany, Russia, and Scandinavia. Mr. Reiff

AR 306 English Art Fall
A survey of English art from 1500 to 1900 with special attention on the last two hundred years. Such issues as the social conditions, the Industrial Revolution, and the effects of aesthetic theory will be considered. Detailed consideration will be given to the art of Hogarth, Reynolds, Blake, Turner, Constable, and the Pre-Raphaelites. Mr. Colbert

AR 307 The Art of the City Fall

A study of man's most complex and physical monument. The city (historical and "ideal") will be surveyed from antiquity to the present in an investigation of its changing purposes, elements, and organization. Mr. Andres

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. (AR 209-210 or permission.) Staff

AR 310 Painting Spring

A continuation of AR 309. Staff

AR 311 Ancient Art Spring

In a given year this course will focus on the art of one or more ancient Western civilizations. Spring 1978: An Artistic History of Rome. Roman civilization mirrored by eight centuries of art and architecture — on the surface eclectic and derivative, beneath manifesting the technical, organizational, and propagandistic complexity and brilliance that was Rome. Mr. Andres

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio and relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Limited to 20 students. (AR 209, 210 or permission.) Mr. Bumbeck

AR 316 Printmaking Spring

A continuation of AR 315. Mr. Bumbeck

AR 319 Sculpture Fall

An introduction to sculpture. A variety of experiences in various media and diverse problems of design will be stressed. (AR 209, 210 or permission.) No previous experience in sculpture is expected. Staff

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue ideas with greater concentration in a specific area or conversely explore totally new sculptural experiences. Staff

AR 400 Studies in Art Criticism and the Methodology of Art History Spring

This course is intended as a culmination to the study of art history on the undergraduate level. As such, it is designed primarily for senior art history majors, but others with sufficient background are welcome, as well. A number of critical writings, dating from the later Eighteenth Century to the present, will be investigated in depth. We will also scrutinize the publications of one or more major art historians in order to determine the basis for their personal method. In addition, each member of the art history faculty will conduct one session devoted to methodological problems encountered in his own field of expertise. (Permission.) Staff

AR 401 Seminar in Modern Art Fall

Auguste Rodin — the first sculptor of genius since the death of Bernini, the dominant personality of nineteenth-century sculpture, and the formal innovator who inspired countless twentieth-century sculptors — will be the topic of our investigation. A reading knowledge of French would be helpful. (Permission.) Mr. Hunisak

AR 403 Seminar in Modern Architecture: Architecture After the Masters Fall

An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies, and Le Corbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectual theory and criticism in an attempt to achieve an historical overview of the period since World War II. (Permission.) Mr. Andres

AR 404 Seminar in Art Theory: Eroticism and World Art Spring

An investigation of eroticism as a driving, inspirational force behind the art of all peoples at every period in time. This premise will be tested by research, reflection, and discussion. The approach to study is to center attention on analysis of the work of art itself as the embodiment of a culture and attitude. Matters of theory, art philosophy, art history relative to the analysis will then be brought into play in order to refine, modify, and fortify points of view derived from the initial analyses. Limited to 12 students. (Permission.) Mr. Reiff

[AR 405 Seminar in Baroque Art]

AR 406 Seminar in Renaissance Art: The High Renaissance Spring

The scholarship concerning such Renaissance masters as Giorgione, Leonardo, Michelangelo, and Raphael contains many unresolved issues and problems. Some of these will be investigated in order to build a greater understanding of the methodology of art history. Students will be asked to write a paper which will critically evaluate the literature assigned. A seminar limited to 12 students. (AR 201 or permission.) Mr. Colbert

AR 500 Advanced Studies in the Visual Arts

Supervised independent work in art history or studio. Staff

AR 700 Senior Independent Study

Staff

*Foundations Course.

See also Division of Humanities.

BIOLOGY

The Department of Biology offers programs in a broad spectrum of areas, ranging from life processes at the molecular level to the interrelationships of whole organisms and their environments. The Major Program is designed to enable liberal arts students to understand the biological world and man's role in it, as well as to prepare students for graduate and professional schools. The Department is well equipped to offer laboratory study and student research opportunities in many areas. In addition, the geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent outdoor laboratory for ecological studies.

Each student majoring in Biology plans a program of courses in close consultation with a departmental adviser. Combined with the emphasis in the Major program on electives, this procedure allows a student maximum flexibility in designing a program of study while providing the guidance necessary to avoid mistakes that might hamper a future career.

For students who entered Middlebury prior to Fall, 1977, the Major program includes BI 110, 9 other Biology courses and 3 cognate courses chosen from the departments of Chemistry, Physics or Mathematics. A maximum of 2 courses from CH 241, CH 242, CH 421, and CH 422 can be included among the Biology courses required for the Major if they are not also used as cognates.

For students who enter the Fall semester, 1977, and thereafter, the Major program will include BI 110, 8 other Biology courses and 4 cognate courses selected from the departments of Chemistry, Physics or Mathematics. At least 6 Biology electives must be chosen from the BI 190 to 490 sequence; the remaining 2 may also include units of independent study (BI 500) and designated Winter term offerings. Courses in departments other than those designated may be acceptable for cognate credit, with the *prior* approval of the adviser and Department.

For good and sufficient reason a study may take courses at other institutions towards fulfillment of the Major requirements. Normally, such courses should be approved by the Department well in advance of the student's registration at another institution. It is also our expectation that a maximum of 3 Biology courses taken off-campus may be credited towards completion of the Major.

Separate joint Majors with Chemistry and with Psychology have been developed to enable students to study aspects of both fields without taking all the courses prescribed for a separate

Major in either field. The Department also participates in the interdisciplinary Environmental Studies Major. Special Major programs involving Biology and other fields can be arranged to suit individual needs.

Students planning careers that require graduate or professional school training involving biology should be familiar with the subject matter included in CH 101, CH 241, and CH 242; MA 112; and PH 109, and PH 110, in addition to their biology program. Some medical and graduate schools expect additional courses in mathematics and chemistry. Students who anticipate applying to graduate or professional school programs will be urged by their advisers to include appropriate courses in their programs.

The Department admits a limited number of graduate students as candidates for the Degree of Master of Science in Biology. The requirements of this program include research, a thesis, an oral examination, and some assisting in undergraduate laboratories.

Courses designated with the symbol † may be taken without laboratory under the following conditions: (1) The stated prerequisites for the course must be met. (2) Students majoring in Biology or jointly in Biology and other subjects may not count such courses toward the fulfillment of the major.

Required for a Major, prior to Fall, 1977: BI 110; 9 elective courses within the Biology Department or accepted for the Major by the Department; 3 cognates chosen from Chemistry, Mathematics, and Physics. Courses with optional laboratories must be taken with laboratory to fulfill the Biology and cognate requirements. Recommended: see list above, advised as preparation for graduate and professional schools.

Required for a Major, Fall, 1977, and thereafter: BI 110; 8 elective Biology courses, of which 6 must be chosen from the BI 190 to 490 sequence; 4 cognates chosen from Chemistry, Physics or Mathematics. Courses with optional laboratories must be taken with laboratory to fulfill the Biology and cognate requirements. Recommended: see list above, advised as preparation for graduate and professional schools.

Required for a Joint Major in Biology and Psychology: see description under Psychology.

Required for a Joint Major in Biology and Chemistry: see description under Chemistry.

Required for an Environmental Studies — Biology Major: 5 upperclass Biology courses including BI 190 and BI 311, 6 cognates from Chemistry, Geology, Mathematics or Physics, 5 cognates from pertinent non-science disciplines including Geography, a knowledge of a modern foreign language and two senior-thesis courses in Biology.

Honors Program: students should apply during Spring Term of Junior year. Honors are awarded on the basis of an Advanced Study (BI 500) project of superior quality and satisfactory completion of requirements to be specified by the Department.

Proficiency Examination: students are urged to take the biology proficiency examination before starting BI 110. Those who pass the examination are excused from the BI 110 requirement for the Major (and joint majors including Biology), and have satisfied all BI 110 prerequisites for more advanced courses. They must still take 10 (after Fall, 1977: 9) courses within the Department (or acceptable to it), and the required cognates, to major in Biology.

[BI 103 Biology and its Implications for Humans]

***BI 105 Biology of Human Behavior** Fall

An introduction to topics in modern biology using the human species as a model. The history of Darwinism and controversies surrounding natural selection will be followed by an introduction to modern evolutionary concepts of ecology and behavior. Other topics will include: our ecological relatives, the social carnivores; our taxonomic relatives, the primates; the human fossil record; present-day primitive societies; and aspects of behavior in our society. Critical thought and discussion will be strongly encouraged, especially in the smaller weekly discussion sections. Each student will prepare a presentation on some aspect of human behavior; controversial or popular topics will be encouraged. No prerequisites, but a knowledge of high school algebra may be helpful. 3 hrs. lect., 2 hrs. discussion. Ms. Corn

BI 110 Concepts of Modern Biology Fall

An examination of some of the more important concepts underlying evolutionary biology, Mendelian and molecular genetics, cell metabolism, and physiology, with emphasis on

developing meaningful generalizations. Laboratory work stresses experimentation and interpretation of biological data, and both supplements and enlarges on topics considered in lecture. This course serves as the normal introduction to the biology major, but is designed for all students who wish to explore the concepts that it develops. Students who have had an advanced high-school biology program should take the biology AP examination or should plan to take the Biology Proficiency Examination given by the Department during orientation week to see if this course would be helpful for their major. 3 hrs. lect., 3 hrs. lab. Mr. Saul

BI 190 General Ecology Spring

Basic ecological principles and concepts pretaining to and governing the interrelationships among organisms, and between organisms and the physical environment. Effect of abiotic environmental parameters and biotic phenomena such as territoriality, aggression, communication, predation and parasitism on energy flow, nutrient cycling and populations. Problems of environmental modification by the human species. Inherent ability of natural populations to expand and to control their own and other population sizes. (BI 103 or 110 or permission. This course is prerequisite for BI 311.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

[BI 201 Invertebrate Biology] Offered in Fall 1978.

†BI 203 Botany Fall

An introduction to the morphology, physiology, and ecology of selected algae, fungi, mosses, ferns, and vascular plants. The emphasis of the course will be on the vascular plants, especially their structure and function, and to a lesser extent on their ecology and response to pathogens. The laboratory will be descriptive and experimental, and will commence with several field trips to wetlands, woodlands, and other areas of botanical significance. Laboratory work will also include the preparation of a plant collection and a report based upon taxonomic principles. 3 hrs. lect., 3 hrs. lab. (BI 110 or permission.) Staff

†BI 205 Developmental Biology Spring

An introduction to the development of selected animals and plants, with emphasis on the mechanisms underlying the various phenomena. Laboratory work will include descriptive and experimental approaches to developmental problems. (BI 110 or 103 or permission.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

BI 210 Comparative Physiology and Anatomy Fall

Biology 210 and 211 provide an introduction to structure and function in physiological systems from a quantitative viewpoint. The concepts of homeostasis and physiological control are used as central unifying themes. The focus is on human physiology and anatomy. Problem solving is emphasized. Lecture and laboratory topics include: biological control, the cell membrane and transport, nerve and muscle cells, circulation, respiration, and excretion. Students should consult with the instructor prior to registration. (BI 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Palatt

BI 211 Comparative Physiology and Anatomy Spring

A continuation of Biology 210. Lecture and laboratory topics include the following: water and ionic regulation, acid-base physiology, digestion and metabolism, temperature effects and regulation, motility and locomotion, nervous and neuromuscular systems, neural and endocrine control, and biological rhythms. (BI 210 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Palatt

[†BI 267 The Biology of Insects and Related Arthropods]

BI 275 Plant Physiology Spring

A study of the life processes of higher plants, including the regulatory roles of hormones and environmental factors, selected aspects of developmental physiology, plant metabolism and photosynthesis. Topics in environmental physiology and physiological plant pathology may also be considered. The laboratory will consist of the theory and application of research techniques, and the interpretation and reporting of data. 3 hrs. lect., 3 hrs. lab. (BI 203, CH 241 or permission.) Staff

BI 305 Microbial Biology Fall

An introduction to microorganisms with emphasis on bacteria and their viruses. Beginning with an examination of the salient features of bacterial physiology, the course then proceeds into a general survey of the more important bacterial groups and their roles in disease, environmental nutrient cycles, and/or industrial processes. Laboratory exercises will stress the means by which microorganisms are isolated, cultured, and studied from both a medical and an ecological point of view. The lab program concludes with a project dealing with the enrichment, isolation, and identification of selected microorganisms from natural sources. 3 hrs. lect., 3 hrs. lab. (BI 110 or 103, CH 101.) Mr. Bell

BI 311 Ecosystem Analysis Fall

Theory and practical field methods of analyzing the components of nutrient cycling and energy flow in ecosystems. Interrelationships between biotic and abiotic processes that control the complete ecosystem. Emphasis placed on energy flow and the hydrologic subsystem as a carrier of cycling materials. Semester-length library research paper required. Laboratory consists of intensive weekend field studies of entire, unspoiled, drainage basin as a sample ecosystem followed by indoor analysis of collected data. (BI 190) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

†BI 314 Genetics Spring

Lecture topics include the physical basis of heredity, chromosome aberrations, the nature and action of hereditary material, mutations, linkage and recombination in procaryotes and eucaryotes, and an introduction to evolutionary and population genetics. Laboratory study is designed to introduce some major organisms and techniques used in research, and includes training in analyzing and reporting data. 3 hrs. lect., 3 hrs. lab. (BI 110 or 103.) Mr. Saul

BI 315 Marine Microbiology Spring

This course will apply concepts and techniques of ecology and microbiology toward elucidation of the role of microorganisms in marine food chains. After a survey of marine phytoplankton and factors which effect the distribution of primary production, lectures will proceed into a thorough study of heterotrophic activity in the sea in relation to available dissolved and particulate organic carbon. Particular emphasis will be placed on methods of study and interpretation of data gleaned from research with radioactive tracers, continuous cultures, and isolated strains of bacteria and algae — these and other techniques will be the focus of laboratory exercises. There will be considerable reading in the original scientific literature ranging from topics as light as diatom flotation to subjects as deep as abyssal food chains. (BI 110 or BI 103; BI 305 or BI 310.) 3 hrs. lect., 3 hrs. lab. Mr. Bell

BI 316 Animal Behavior Spring

A review of recent topics in animal behavior in light of natural selection. Both vertebrates and invertebrates will be discussed. The adaptive significance of behavior, from the neural to the ecological level will be stressed. Weekly laboratories will include experimental investigations, field trips, and films. 3 hrs. lect., 3 hrs. lab. (BI 103 or BI 110 or permission.) Ms. Corn

BI 350 Topics in Cellular Biology Fall

Emphasis on the integrative organization of cellular structure and function, especially with respect to the acquisition, transformation, and utilization of energy. A critical and experimental approach to the study of cellular phenomena will be stressed and in part will involve physical and chemical concepts and methods. Laboratory experiments are designed to implement this approach. (BI 110, CH 241 or permission.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

[BI 401 Advanced Genetics]

BI 405 Behavioral Ecology and Sociobiology Fall

A seminar covering recent topics in current journals concerning ecology, behavior, and sociobiology. Theoretical topics, such as kin selection, reciprocal altruism, and so on, will also be welcomed. Emphasis will be on interpretation and critical thought. Each student will present two seminars and write two papers on the same subject. (BI 190 or BI 316, and permission; interested students should contact Mr. McDonald.) Ms. Corn

BI 408 Advanced Topics in Cellular Biology Spring

Cell membranes: structures and functions. A critical examination of current literature, with emphasis on methodology and data interpretation. We shall investigate the constraints that transport data and models of membrane function place on models of membrane structure and, conversely, how ultrastructural images of membranes affect the ways in which we interpret membrane function. Lectures, discussion, and student seminars. Each student will write at least one critical review, based on readings from primary sources. (BI 350 or CH 421, and permission.) Mr. Watters

[BI 410 Evolutionary Biology]

BI 415 Advanced Topics in Plant Biology Spring

Staff

BI 500 Advanced Study Fall, Winter, Spring

A project involving laboratory research or extensive library study on a topic chosen by the student and a faculty adviser. For Biology majors. (Permission.) Staff

BI 750 Senior Work (Environmental Studies) Fall, Winter, Spring

Independent Study — Senior Thesis

Independent Study, normally involving a laboratory or field research project for any two of the three senior terms. Required of Environmental Studies majors specializing in ecology. Not open to Biology Majors. Staff

BI 900 Research and Thesis Fall, Winter, Spring

Required for all candidates for the Master's degree. Staff

*Foundations course

See also Division of Natural Sciences.

See also Program in Environmental Studies.

See also Northern Studies.

CHEMISTRY

The Department of Chemistry believes that the basic program required of all majors provides a firm foundation in fundamental principles on which individual students may build to accommodate a variety of objectives including secondary-school teaching, a position in industry or advanced work in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required for a Major: CH 101†, CH 131, CH 211, CH 241, CH 242, CH 351 plus four elective courses in the Department; MA 112, MA 113, PH 109 and PH 110. Two or three units of independent study may be included in the four required chemistry electives. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 352, CH 431, CH 452, two course credits of independent study, MA 201, MA 202 and GN 101, GN 102 or RU 101, RU 102.

Joint Major in Biology and Chemistry: Required for a major: Biology: BI 110, and four electives in Biology; Chemistry: CH 101†, CH 131, CH 211, CH 241, CH 242, CH 351, MA 112, MA 113, PH 109, PH 110 and three additional electives from Biology, Chemistry, Mathematics or Physics.

A deposit fee to cover cost of broken apparatus is charged in each laboratory course. Bills will be mailed after the second week in each term.

†CH 101 is the normal introductory course in chemistry. However, many students qualify for permission to omit CH 101 and begin studies in Chemistry with CH 211 or CH 131, or CH 241. Consult the Chairman of the Department.

CH 101 Fundamentals of Chemistry Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure, chemical bonds, stoichiometry, kinetic theory and the states of matter. Problem drill, conferences. Laboratory work deals with the testing of theories by various quantitive methods. Students with adequate secondary-school preparation are encouraged to consult the Department for permission to elect Chemistry CH 211, CH 131, or CH 241 in place of this course. 3 hrs. lect., 4 hrs. lab. Breakage fee. Staff

CH 107 Same as CH 101 but without the laboratory.

***CH 110 Chemistry — the Formative Years 1800-1915** Spring

This course will examine, in a fashion free of mathematics beyond elementary algebra, the development of a number of ideas that were central to the growth of chemistry during the nineteenth and first part of the twentieth centuries. Topics to be considered include the atomic theory, the kinetic theory of gases, the laws of thermodynamics and their specific relevance to environmental problems and the development of the Bohr model of the atom. Our objective in the course is to provide the student with an appreciation of creativity in science and how much of a legacy we have in the work of those who have preceded us. Mr. Gleason

CH 131 Systematic Inorganic Chemistry Fall, Spring

A systematic study of the elements and their compounds based on the Periodic Table. The isolation of the elements from their natural sources, and the synthesis of some important types of inorganic compounds. The properties of selected elements and their compounds are discussed in class and/or studied in the laboratory using various analytical methods. (CH 101 or permission.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Pool, Mr. Bennett

CH 137 Same as CH 131 but without the laboratory.

CH 211 Analytical Chemistry I Spring

Extensive treatment of mass action theory (ionic equilibrium) concerned mainly with ionization of strong and weak electrolytes, buffers, hydrolysis, solubility of difficultly soluble substances, complex formation, oxidation-reduction systems, and quantitive measurements involving these phenomena. Laboratory work is mainly titrimetric analysis with some gravimetric methods. (CH 101 or permission.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Pool

CH 217 Same as CH 211 but without the laboratory.

CH 241, CH 242 Organic Chemistry I and II Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 101 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Gleason, Mr. Harnest, Mr. Tatum

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

CH 341 Organic Chemistry III Fall

Fundamental organic chemistry beyond monofunctional compounds; heterocyclic and polyfunctional species, orbital symmetry. The main focus of the laboratory will be identification of organic compounds with heavy reliance on modern instrumentation, particularly infrared and nuclear magnetic resonance spectroscopy. Experience will be gained in handling mixtures as well as single compounds, but identification requirements will be tailored not to exceed the specified six hours of laboratory work. (CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Gleason

CH 347 Same as CH 341 but without laboratory.

CH 351 Physical Chemistry I Fall

A study of the properties of gases, liquids, and solutions. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium.

Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions and the effect of temperature. (MA 113, PH 109, plus 2 term courses in chemistry.) 3 hrs. lect., 4 hrs. lab. Breakage fee. Mr. Roberts

CH 357 Same as CH 351 but without the laboratory.

CH 352 Physical Chemistry II Spring

A continuation of CH 351. Further applications of thermodynamics to chemistry by use of chemical potential. The phase rule. Electrochemistry. Elements of statistical thermodynamics are applied to ideal gases. Theories of chemical kinetics. (CH 211, CH 351.) 3 hrs. lect., 4 hrs. lab. Breakage fee. Mr. Roberts

CH 358 Same as CH 352 but without the laboratory.

CH 421 Biochemistry Fall

An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; Biology BI 110 is recommended.) 3 hrs. lect. Mr. Bennett

CH 422 Biochemistry Spring

A study of intermediary metabolism and energetics of biological systems. Anabolic and catabolic pathways of carbohydrate, amino acid, lipid, and nucleic acid metabolism and models for oxidative phosphorylation are studied. Molecular control, cellular localization, energetics, and mechanism are emphasized. (CH 242(248), CH 351 or permission; BI 110 is recommended.) 3 hrs. lect. Mr. Tatum

CH 431 Advanced Inorganic Chemistry Fall

Atomic structure; molecular structure by valence bond and molecular orbital treatment: transition metal complexes according to valence bond, molecular orbital, crystal field, and ligand field theories. Relations of atomic and molecular structure to chemical and physical properties. Other topics such as crystal chemistry, acid-base theories, solvent systems, and nuclear chemistry. (CH 131 and four additional courses in Chemistry.) 3 hrs. lect. Mr. Bennett

[CH 442 Advanced Organic Chemistry] Offered in 1978-79.

CH 443 Advanced Organic Chemistry Spring

A study of some of the more important special topics of organic chemistry including advanced synthesis in general with specific treatment of reactions of active methylene compounds, oxidation and reduction reactions, structure determination of complex natural products and rearrangements. (CH 242.) Mr. Gleason

[CH 452 Physical Chemistry III] Offered in 1978-79.

CH 500 Independent Study Project Fall, Spring

Individual Study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Work Fall, Winter, Spring

Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests. This work is normally culminated by the writing of a senior thesis. Staff

*Foundations Course

See also Division of Natural Sciences.

See also Program of Environmental Studies.

CHINESE

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *Gwoyeu* or *putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught along with the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have an active knowledge of 800 Chinese characters and more than 1000 words by the end of CS 102. Additional drill hours to be arranged. Mr. Berninghausen

CS 102 Beginning Chinese Spring

A continuation of the first term's work with accelerated introduction of vocabulary, grammar, sentence patterns designed to facilitate speaking and reading. TEXT: *Mandarin Primer.* (CS 101.) Mr. Berninghausen

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany the assignments from the two main texts: *Twenty Lectures in Chinese Culture* and *Chinese Reader (I & II).* At the end of the course CS 202, students will be able to read and write approximately 1600 characters. Additional drill hours to be arranged. Mr. Berninghausen, Mr. Chiang

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. TEXT: *Hanyn Duben, Twenty Lectures on Chinese Culture,* and audio-visual materials. (CS 201.) *Mr. Beninghausen, Mr. Chiang*

[CS 225 Chinese Poetry in Translation] Offered in Spring 1979.

An introduction into one of the world's richest poetic traditions, this course will examine some major works of classical Chinese verse in English translation from the ancient *Shi jing* (Book of Odes) down to the lyrics of Sung Dynasty (AD960-1280). Special emphasis will be given to the Tang Dynasty (AD618-905). No knowledge of Chinese is required. The instructor will provide detailed explanation of many poems in their original Chinese version with reference to historical background, Chinese poetics, aural qualities, allusions and problems of translation. Enrollment limited to 15. Mr. Berninghausen

See also Division of Foreign Languages: FL 220 and FL 251.

See also Religion RE 211, Religions of China.

CLASSICS

Courses in the Classics are offered to help students attain a rapid and accurate knowledge of Greek and Latin and make them appreciative of the aesthetic and historical values of major and minor authors who wrote in the two languages. Students who are interested in advanced work in the Classics are encouraged to contemplate a joint or double major with some other department.

CL 101 Elementary Latin Fall

An introduction to the Latin language, literature and culture. Text: *Lingua Latina Secundum Naturae Rationem Explicata.* Miss Heibges

CL 102 Elementary Latin Spring

A continuation of CL 101. (CL 101 or one year of high-school Latin.) Miss Heibges

CL 103 Elementary Greek Fall

The course is intended as an introduction to Hellenic World of Antiquity. While beginning the study of the ancient Greek language, the student will also be introduced to the culture as well as historical aspects of the Greek World through the use of visual aids and contact with important documents in translation. Mr. Harris

CL 104 Elementary Greek Spring

A continuation of CL 103. Mr. Harris

CL 105 Hellenic Literature and Culture in Translation Fall

Taught entirely in English, the course shares some of the general lectures of CL 103 on the cultural and historical heritage of the Greek world. In addition students will read in translation some of the major works of Greek literature, drama, and poetry. The authors to be studied will include Homer, Herodotos, Thucydides, Hesiod, and Sappho. Students may not receive credit for both CL 103 and CL 105. Students who have taken CL 105 and wish to begin a study of the Greek language should consult the instructor. Mr. Harris

CL 106 Hellenic Literature and Culture in Translation Spring

A continuation of CL 105. Students may not receive credit for both CL 104 and CL 106. Mr. Harris

[CL 201 Intermediate Latin]

[CL 202 Intermediate Latin]

[CL 203 Intermediate Greek]

[CL 204 Intermediate Greek]

CL 220 Introduction to Greek Science Fall

A course in English for humanities and science students which follows the thread of Greek science, a much neglected area, from the beginnings through the third century A.D. It will include medicine, geometry, the beginnings in algebra, and applied science along with technology. Mr. Harris

CL 301 Advanced Latin Fall

Horace: Odes. Miss Heibges

CL 302 Advanced Latin Spring

Platus: A comedy. Miss Heibges

CL 550 Independent Study Fall, Spring

Students select an author not previously studied and work largely on their own, conferring weekly with the staff about problems in language and interpretation as they arise. Miss Heibges, Mr. Harris

See also Division of Foreign Languages: FL 301

See History HI 101 and 102.

ECONOMICS

The Major Program consists of two introductory courses, EC 150 and EC 155; EC 210 Economic Statistics; EC 215 Mathematical Economics; EC 350 Macroeconomic Theory; EC 355 Microeconomic Theory; and four electives, one of which must be from the "400" group. Course numbers are intended to reflect level of difficulty. Seniors interested in working for Honors may do so through the 700 course taken in the Fall and Winter Terms.

The Department strongly recommends that majors take MA 112 (Mathematical Analysis I) early in their programs, since it (or an equivalent course) is a prerequisite for EC 215 and EC 355, both of which are requirements for the major.

A student may bypass either EC 150 or 155 by taking a qualifying examination. These will be given during the first week of the Fall and Spring terms at a time and place announced by the Department.

Majors considering graduate programs in Economics are urged to take EC 410. Those considering graduate programs in Business should take EC 315 and 320. Candidates for Law School also should take EC 315. Nonmajors considering graduate programs in Economics or Business are urged to take EC 350 and 355 as well as the courses recommended immediately above for majors.

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation.

Staff

EC 152 Toward Economic Literacy Fall

Various topics in micro and macro analysis selected to help demonstrate how economists address current problems on the national and international level (inflation, unemployment, balance of payments, for example) as well as the industry or firm level (agriculture, railroads, aerospace, for example). Not suitable as direct preparation for majors in economics and therefore restricted to Juniors and Seniors. Various paperbacks will be used in place of standard text. Mr. Wolff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability, distributions, random variables, sampling, hypothesis testing, estimation and an introduction to linear regression. (MA 112 or permission.)

Mr. Coughlin

EC 215 Mathematical Economics Spring

Develops the mathematical tools necessary for economic analysis. Matrix algebra, differential calculus, and integral calculus are presented within the framework of static, comparative static, and dynamic analysis. (EC 150, EC 155 and MA 112 or permission.)

Mr. Coughlin

EC 230 The Industrial Revolution and its Antecedents Fall

An analytical examination of the decisive turning point in the economic development of the western world, probing *inter alia* the roles of science, capital, population growth, and enterprise. Mr. Wolff

EC 315 Accounting Fall, Spring

A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved. (This course is best deferred until Senior year by students seeking graduate school in business or law.) Mr. Smith

EC 320 The Corporation Spring

A study of the economic and social roles played by the corporation; a study of the use of accounting data in corporate decision making; a study of the human productivity aspects involved in the corporation. (EC 150, EC 155, and EC 315.) Mr. Smith

EC 330 The Economics of Development Spring

An analysis of history, theory, and competing contemporary policies for the economic development of the so-called "less developed countries." (EC 150 and EC 155 or permission.)

Mr. Wolff

[EC 335 Comparative Economic Systems] Offered in 1978-79.

EC 340 Inequality and Poverty Fall

This is a survey course of topics concerning the distribution of income and wealth in a mixed capitalist economy such as the United States. Topics covered will include most of the following: facts of the distribution of income and wealth, Markov chain and other models of social mobility, wealth inequality and taxation, negative income taxation and related anti-poverty policies, human capital analysis and minimum wages. (EC 210 or permission.)

Mr. Sommers

EC 350 Macroeconomic Theory Fall

Macroeconomic theory provides a framework in which the major forces affecting the overall performance of the economy can be isolated and their influence on aggregate activity analyzed. Its goal is to provide a basis for prediction and control of such economic aggregates as the level of employment and unemployment, the general price level, and the level and rate of growth of national income and product. (EC 150 and EC 155.) Mr. Guentner

EC 355 Microeconomic Theory Spring

An analysis of the modern theory of consumer behavior and demand, production and cost, the firm and market organization, income distribution, and general equilibrium and economic welfare. (MA 112 and EC 155 or qualifying exam.) Mr. Sommers

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 150 and EC 155 or permission.) Mr. Smith

EC 370 Monetary Theory and Institutions Spring

A two part course focusing on the U.S. financial system. The first part of the course examines the role and productivity of money, the institutional structure of U.S. financial markets, and the organization of the Federal Reserve System. Part two examines the major alternative views of financial-real sector interaction (Monetarist, neo-Keynesian, Portfolio Balance, etc.), their empirical formulation for forecasting, and problems of monetary policy implementation. (EC 150 and EC 155.) Mr. Guentner

EC 385 Labor Economics Fall

Economics of manpower and the labor market; the role of unions; labor legislation. (EC 150 and EC 155.) Mr. Craven

EC 410 Econometrics Fall

Methods for modeling and empirically testing economic theory. Topics include the basic regression model, multivariate regression, inferences about coefficients, dummy variables, lagged variables, nonlinear models and Bayesian statistical decision theory. (EC 210 and EC 215 or permission.) Mr. Coughlin

EC 415 Topics in Mathematical Economics Spring

This course will consider topics in Mathematical Economics which are of interest to the students and the instructor. The topics will be selected from equilibrium theory, decision making under uncertainty, game theory, utility theory and social choice. (EC 210 and EC 215 or permission.) Mr. Coughlin

EC 440 The Economics of International Trade Spring

A study of the economic basis of trade among nations, its composition, and impact on domestic economics. (EC 210 and EC 355.) Mr. Claudon

EC 450 History of Economic Thought Fall

Writings of the most notable contributors to the advancement of economic thought and analysis and critiques of their work are studied and reviewed. Authors include predecessors of Adam Smith and successors to J.M. Keynes. (EC 350 and EC 355.) Mr. Guentner

EC 460 Industrial Organization Fall

The performance of firms within various market structures in satisfying consumer demands in an efficient and socially acceptable fashion is examined theoretically, and empirically. (EC 210 and EC 355.) Mr. Claudon

EC 465 Public Policy Toward Business Spring

The course will survey and critically examine antitrust legislation, court decisions and the work of regulatory agencies. (EC 355.) Mr. Craven

EC 470 Public Finance Spring

An analysis of the effects of government expenditure and taxation on economic efficiency. Topics include the efficiency in providing public services; externalities; cost-benefit analysis; and alternative modes of income redistribution including current welfare programs, consumption subsidies, and negative tax plans. (EC 355 or permission.) Mr. Sommers

[EC 480 Political Economy] Offered in 1978-1979.

EC 500 Individual Special Projects Fall, Spring

(Permission. See Handbook.) Staff

EC 700 Senior Research for Honors Fall

(Permission.) Staff

See also Divsion of Social Sciences.

See also Program in Environmental Studies.

ENGLISH

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner.

Literature (00-19) Dramatic Literature (20-39) Writing (60-79)

FRESHMAN WRITING PROGRAM

All freshmen must elect one of the courses in the writing program. See complete description under "American Literature." Freshmen who have completed the Writing Program requirement may, in their freshman year, elect a second, different EL 100 level course, space permitting.

EL 101 Narrative Fiction Fall, Spring

Short stories and novels from various nineteenth and twentieth century British and American writers. Selections vary from year to year. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression. Mr. Gavin and Staff

EL 103 Lyric and Narrative Poetry Fall, Spring

Close analysis of selected poems both traditional and modern. Among the variety of poets considered will be Shakespeare, Spenser, Donne, Milton, Marvell, Pope, Wordsworth, Keats, Arnold, Emily Dickinson, Yeats, T.S. Eliot, Stevens, and Frost. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines.

Mr. Grudin, Mr. Hill (Fall)
Mr. Pack (Spring)

EL 105 Drama Fall, Spring

Masterpieces of comic drama by such playwrights as Aristophanes, Shakespeare, Moliere, and Shaw will be analyzed in terms of the psychology of farce, the nature of comic

form, and the dramatic techniques of comedy so that, through class discussions and papers, new ways of enjoying and understanding the wit and wisdom of the comic vision may be discovered. Film versions and recordings of several of the plays will be used. Mr. Bertolini, Miss Landesman

[EL 107 The Essay]

Admission to EL 170 and to EL 175 below is by permission. Each student should submit a sample of recent work in poetry or prose fiction. The sample, which must be received in the Department office by noon on the Thursday before classes begin, need not be more than several pages long — in fact, the shorter the better. Accomplishment, skill, style are not requirements for admission to the course: we are looking for commitment to writing as an activity.

EL 170 Prose Fiction I Fall, Spring

The course has two areas of activity: (1) the close analysis in discussions and written assignments of short stories by writers in the modern tradition, and (2) analysis and discussion of imaginative and critical writings by students in the course. (Permission. See above.)

Mr. Clagett, Mr. Gavin

EL 175 Poetry I Fall, Spring

Each student will write at least one poem a week, exploring a variety of poetic forms. The class will examine closely and critically poems written by students and published poets, when possible tracing development of published poems through drafts. (Permission. See above.)

Mr. Price (Fall); Mr. Gavin (Spring)

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: an Historical Approach (EL 201-202); (2) Distribution Courses: five courses in literature, one chosen from each of the following groups: A) EL 211, 227, 404; B) EL 224, 303, 304, 321, 322; C) EL 206, 305, 306; D) EL 207, 313, 314, AL 301; E) EL 208, 212, TH 326, AL 302, AL 404; (3) the Senior Program.

The Senior Program in English includes a Senior Essay or Honors Thesis and the General Examination. The Senior Essay is a one-term project; the Honors Thesis is a two-term project. Majors who have taken a writing course and an independent study project in writing may petition to undertake a creative writing project as Senior Essay or Honors Thesis. Each Senior is assigned to a faculty member of guidance in the essay or honors thesis. The General Examination receives one course-credit. The examination will be based on a general reading list. Departmental honors will be awarded on the basis of grades in the General Examination and the Honors Thesis or the Senior Essay.

LITERATURE

***EL 110 Continental Fiction** Spring

A study of major novels and some shorter works by 19th and 20th century European authors, including Flaubert, Zola, Tolstoy, Dostoevsky, Mann, Kafka, Sartre, and Camus. In their range and sweep, these works of fiction trace the main lines of development of narrative form in modern Western art. They are triumphs of achievement and innovation aesthetically and conceptually; they give a felt sense of significant and significantly different levels of society, culture, and periods of history; and between them they dramatically enact or embody most of the central preoccupations of Western man, his great dilemmas as well as his great ideas.

Mr. Price

***EL 111 European Drama: Renaissance to Modern** Fall

An introductory survey of the development of European dramaturgy from the rebirth of classical comedy in Renaissance Italy (Machiavelli and Ruzzante), through the Spanish Golden Age (Lope and Calderon), French Neo-Classicism (Corneille, Moliere, Racine, Beaumarchais), German Romanticism (Goethe, Schiller, Kleist), and the transition to Modern Drama (Zola, Ibsen, Shaw). European dramatists have consistently dealt with the great con-

flicts of western civilization — the private individual *vs.* the public, illusion *vs.* reality, lust *vs.* marriage — and in doing so have always sought new dramaturgic strategies to deal with their changing perceptions of the individual's place in the world: this course will concern itself with the embodiment of these themes in dramatic form. Mr. Bertolini

***EL 112 Mythologies Timeless and Timely, Traditional and Contemporary** Spring

Analytic and comparative study of some of the basic stories, symbols, and archetypes which formed and continue to enliven the imaginative life of 20th century western culture, including, among others, Homer's *Odyssey,* Sophocles' *Oedipus,* Lucretius' *The Nature of Things,* Ovid's *Metamorphoses,* selections from the Old and New Testaments, the works of Sigmund Freud and Carl Jung, and concluding with Stanley Kubrick's film *2001: A Space Odyssey.* Mr. Littlefield

***[EL 114 Classics of European Literature: Rome to the 19th century] Offered in 1978-79.**

EL 201 Interpretation of Literature: Chaucer, Shakespeare, Milton Fall

Major works by Chaucer, Shakespeare, and Milton will be considered: *The Canterbury Tales* (selections); a selection from Shakespeare's plays; *Paradise Lost.* (Sophomores, junior and senior English/American Literature majors; other juniors and seniors may be admitted by permission according to space.) Staff

EL 202 Interpretation of Literature: Pope, Wordsworth, the later 19th and 20th Century Spring

Major poems by Pope and Wordsworth, Tennyson, and T.S. Eliot will be considered during the first eight weeks, the remainder of the term will be spent examining a selection of poems of Tennyson and Eliot. (EL 201 or permission.) Staff

[EL 206 The Early Novel] Offered in 1978-79.

EL 207 Nineteenth Century Fiction Fall

Analysis of form and theme in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, the Brontës, Eliot, Hardy, and James. Mr. Gavin

EL 208 The Twentieth Century English Novel Fall, Spring

The course will focus on the "Modernist" writers of the first third of the century: Conrad, Ford, Forster, Woolf, Joyce, and Lawrence. Background readings from such figures as Bergson and Freud will help define the intellectual context within which these novelists work. Mr. Price (Fall), Mr. Grudin (Spring)

[EL 211 Classics of Literature: Greece] Offered in 1978-79.

EL 212 Modern British Poetry Spring

Through careful analysis of the style and thought of representative poems this course will examine the work of the following poets: Hardy, Hopkins, Yeats, Auden, Thomas, Larkin, and Hughes. The theme of the making or the choosing of the *self* (Yeats: "Myself I must remake.") will be emphasized. Mr. Pack

EL 303 English Literature of the Sixteenth Century Fall

The major achievements — lyric, narrative, and dramatic — of the English Renaissance by such authors as More, Sidney, Spenser, Marlowe, Shakespeare and Jonson. Some attention will be paid to analogous literary achievements on the continent. Mr. Bertolini

[EL 304 English Literature of the 17th Century] Offered in 1978-79.

EL 305 Poetry and Prose of the English Augustan Age Fall

A critical investigation of the artistic achievement of major writers from 1660-1745, conducted primarily in terms of their evaluation of the political, religious, social, moral, intellectual, and aesthetic activities of the times. Figures studied are Dryden, Addison and Steele, Swift, Pope, and Gay. Mr. Prickitt

EL 306 Prose and Poetry of the Age of Johnson Spring

A study of the major writers of the second half of the 18th century as they reflect the changing and conflicting social, political, moral, intellectual, and aesthetic attitudes of the period. The major figures studied are Johnson, Boswell, Gray, Goldsmith, Sterne, Burke, and Burns. Mr. Prickitt

EL 313 English Romanticism Fall

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. The first fifty minutes or so of both hour and a half weekly meetings will consist of a lecture on pre-assigned material; the second part of each meeting will involve optional attendance at informal discussion of issues raised by the lectures and any related matters. As we go along, an effort will be made to identify characteristic concerns of the Romantic Movement as well as to say something about the social and cultural background from which they emerged. Mr. Hill

EL 314 Victorian Poetry Spring

This course will be centered on selections from the three major Victorian Poets: Tennyson, Browning and Arnold. (Lecture and discussion format as above for English 313.) The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major Victorian writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

All English Department Seminars are permission courses. The student must obtain the approval of the English Department prior to registration.

EL 401 Seminar: John Milton Spring

A study of the major poetry and selected prose of Milton. Particular attention will be given to an examination of how the poet expressed the major social, religious, and political concerns of his time within traditional forms. Mr. Littlefield

EL 403 Seminar: William Wordsworth and Wallace Stevens Fall

"Our destiny, our being's heart and home,
Is with infinitude." — Wordsworth

"And shall the earth
Seem all of paradise
that we shall know?" — Stevens

Selected poems by Wordsworth and Stevens will be studied in the context of the themes of desire and fulfillment. Mr. Pack

EL 404 Seminar: Geoffrey Chaucer Fall

Reading and discussion of the major achievements among the *Canterbury Tales,* and the *Troilus and Criseyde,* with reference to intellectual background and developments in Gothic style through the 14th century. Mr. Martin

EL 405 Seminar: John Keats Spring

The major poems and Letters. Mr. Hill

EL 406 Seminar: James Joyce Spring

The evolution of Joyce's literary style and moral vision will be considered through a study of *Dubliners, A Portrait of the Artist as a Young Man,* and *Ulysses.* Mr. Price

EL 407 Seminar: William Butler Yeats Fall

Extensive reading in most of Yeats' works with intensive study of selected poetry. Works to be read or read in outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate.* Mr. Hill

DRAMATIC LITERATURE

[EL 224 **Medieval and Renaissance Drama**] **Offered in 1978-79.**

EL 227 Greek and Roman Drama Fall
An intensive study of the plays of Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence, and Seneca. Emphasis will be on the form of Greek and Roman drama, with secondary studies in theatrical and social history. Mr. Littlefield

EL 321 Shakespeare Fall
An intensive scrutiny of language, character and theme in several of Shakespeare's major plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and Seniors.) Mr. Cubeta

EL 322 Shakespeare Spring
An examination of Shakespeare's dramaturgy in *Henry IV, Pts. I* and *II, Othello, Hamlet,* and *King Lear.* The focus will be on Shakespeare's craftsmanship in dramatic language, form and meaning. Not open to students who have taken EL 321. (Juniors and Seniors.)
Mr. Bertolini

WRITING

EL 260 Factual Writing Fall
This course offers a varied experience in factual, as opposed to fictional writing. Each student will write a narrative; an exposition; an argument; an informal essay; an analysis; and a formal research paper, with footnotes and bibliography, subject to be chosen by the student. Mr. Clagett

EL 270 Prose Fiction II Fall, Spring
With advice and editorial assistance from the instructor, students will undertake more ambitious writing projects in order to develop their talents and to broaden their sense of technique and style. Students may choose to write stories, novelettes, novels, or, in special cases, plays. (Limited enrollment. Permission.) Mr. Clagett

EL 275 Poetry II Fall
A seminar course in which students are encouraged to undertake writing projects, with advice and editorial assistance from the instructor, in order to discover where their talents may lie and to broaden their sense of technique and style. The class will meet twice a week to discuss samples of contemporary writing and each other's work. Each student will also work in conference with the instructor. (Limited to twelve students. Permission.) Mr. Pack

EL 279 Techniques of Research Spring
This course is designed to train students in the art of research for material to be used in various kinds of advanced writing, including biography, nonficton, fiction, and scholarly writing. The choice of the topic is open to the student. (Limited enrollment. Permission.)
Mr. Clagett

Advanced Writing: Students may undertake writing at the 500 or 700 levels. Candidates are asked to submit a description of their project and samples of their writing to a departmental committee two weeks before registration.

SPECIAL PROJECTS

The Department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature and writing. A student proposing to undertake such a project should submit a detailed proposal to his adviser two weeks prior to registration.

EL 500, 520, 560 Special Projects Fall or Spring
Staff

SENIOR PROGRAM

The Senior Program includes a General Examination (EL 705) and a one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally all seniors register for one unit of EL 700 or 710 in the Fall Term and take the General Examination (EL 705) in the Winter Term. Students undertaking two-term Honors Theses programs register for and complete them during Spring Term.

All Senior Essays (one-term writing programs and projects) must be completed no later than the end of the first week of Winter Term. Late essays will receive a grade of no higher than C. No essays will be accepted after the end of Winter Term. All Honors Theses (two-term writing programs and projects) must be completed no later than the end of the second week of classes after Spring Recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No Honors Theses will be accepted after May 1. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during Fall Term.

*Foundations Course

See also Division of Humanities.

See Division of Foreign Languages for listing of courses taught in English.

THE PROGRAM IN ENVIRONMENTAL STUDIES

The interdisciplinary major in Environmental Studies has fields of emphasis in any of the Natural Sciences, Economics and Geography. Middlebury's locale affords a unique opportunity for field work in these areas and the major is designed to take full advantage of this opportunity. It is designed for the student who comes to Middlebury with an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or environmental economics.

The curriculum is carefully constructed from the College's offerings in consultation with the individual student. Students majoring in Environmental Studies take an emphasis core of courses in Biology, Chemistry, Economics, Geography, Geology, or Physics plus cognates in science and non-science. The depth in his field of emphasis and the breadth in the cognate courses give the student a foundation and perspective in environment that are appropriate to the liberal arts tradition. The major is designed as preparation for graduate school in most cases. Also, the breadth releases the senior Independent Study from the confines of a departmental major permitting instead the study of a topic that has interdisciplinary aspects and permits occasional interdisciplinary seminars.

Students interested in this program should consult Professor Howard E. Woodin, Coordinator of Environmental Studies, for further information and assignment to appropriate advisers.

Minimum Requirements for a Major in Environmental Studies. An Environmental Studies Major requires a *number of departmental "Major Track"* courses plus *two or three† senior thesis* courses in the elected field of emphasis. *In addition* and more particularly the following conditions apply:

Ecology — (Biology Dept.) (5 upper class Biology + 2 Senior Thesis)
plus: a) 6 semesters of Chemistry, Geology, Mathematics or Physics
b) 5 semesters of pertinent non-science including Geography
††c) A passing knowledge of a modern foreign language

Environmental Chemistry (Chemistry Dept.) (5 upperclass Chemistry + 2 Senior Thesis)
plus: a) 6 semesters of Biology, Mathematics or Physics
b) 4 semesters of Geography, Geology or permission courses

Human Ecology (Geography Dept.) (5 upperclass Geography + 3 Senior Thesis)
plus: a) Biology 110 (or equivalent), 310, 311
b) 2 Geology courses plus 3 elective sciences
††c) Working knowledge of modern foreign language

Environmental Geology (Geology Dept.) (5 Geology + 3 Senior Thesis)
plus: a) 6 semesters of Biology, Chemistry, Mathematics or Physics
b) 5 semesters of other pertinent non-science courses including Geography

Environmental Physics (Physics Dept.) (3 upperclass Physics + 3 Senior Thesis)
plus: a) Mathematics 112, 113, 201 and Physics 109, 110, 332
b) 4 semesters of Biology, Chemistry, or Geology
c) 4 semesters in pertinent non-science including Geography

Environmental Economics (Economics Dept.) (5 upperclass Economics + 2 Senior Thesis)
plus: a) 5 semesters of Biology, Chemistry, Physics or Geology
b) 6 semesters of pertinent cognate courses from Mathematics, Political Science, Sociology or Geography

†Student doing practice teaching under the Teacher Education program may, with permission, take only two units of Senior Thesis.
††Usually similar to Middlebury entrance requirements.

FRENCH

The French department considers competence in the French language to be the essential prerequisite to any advanced work, and consequently places incoming freshmen according to their ability and background in the language.

Beyond FR 205, courses are available to the student in the areas of further language study, literature, and civilization, at both the 200 and 300 levels.

Generally speaking, the advanced level program at Middlebury is weighted somewhat in favor of literature rather than civilization, while the reverse is true of the program in Paris. Students particularly interested in French civilization should consider not only FR 206, 222 and 313, but also those literature courses designed with a major socio-cultural component (FR 310 and 315); courses in other departments which deal in some depth with France (e.g. AR 305, HI 103-104, PS 103, etc.); and the Middlebury summer and Paris programs.

Students interested in studying in Paris on the Junior Year program should contact the faculty member in charge prior to registration for their sophomore year. They should also seek out basic courses in other areas which can be fundamental to a foreign experience, such as history of art, European history, comparative politics and the American political system, sociology-anthropology, etc.

Required for the Major: FR 205 or the equivalent; any two courses from 206, 207, 208, and 209, or the equivalent; four courses at the 300 level or above. Total of not fewer than 10 courses, not more than 14. College Board AP credits count toward graduation but not toward the major. Courses taken in France will normally be at the 300 level.

Joint Majors: A Joint Major's French component will normally represent at least seven courses in French, including at least two at the 300 level. Some part of the Joint Major must demonstrate ability to function at an advanced level in both fields.

Senior Work: The Department encourages students who are interested in doing independent work in their senior year to do so, but recognizes that such study does not necessarily fit the plans or needs of every senior. By the same token, we propose that a senior consider various possible formats for independent work: a senior essay (FR 500, one term) or a thesis (FR 700, Fall and

Winter Term, or Winter and Spring). The FR 500 may also cover some degree of practical work such as serving as a teaching intern. Finally, independent work may be undertaken in the context of a course as well. Students who wish to undertake a 500 or 700 project should present their proposal well in advance of registration for the semester when the work is to be done.

Honors: To be a candidate for honors a student must have an average of at least B in French. Honors will also normally depend on performance in senior work, although in some cases honors may be awarded on the basis of the student's overall record.

FR 101 Beginning French Fall

An active introduction to listening, speaking, reading, and writing. Three class meetings, two drill sections and laboratory. For students who have had *no* French previously.

Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. (FR 101. Some students who have already had French may enroll directly if they complete the continuing language program during Winter Term and if there is room.) Staff

***FR 151 The World of Cinema** Fall

An essentially visual form, cinema distinguishes itself from the theater in that it has first of all a 360° perspective on the world and, secondly, no spatial boundaries; similarly cinema cannot be compared to the novel where form and content are measured linguistically. The immediacy offered by this celluloid art form permits the dissolution of time and space and it is perhaps this quality of the cinema that renders it the aesthetic expression of the twentieth-century.

In this course we shall examine the relevance of film as an art form (technique, etc.); the impact of other disciplines (linguistics, semiotics, psychology, philosophy, etc.) on the creating of a film aesthetic; the meaning of the triangle: director/film/viewer, and the psycho-sociological import of this dynamic.

Films to be viewed: Renoir: *La Grande Illusion* (1938); Carné: *Quai des brumes* (1938); Cocteau: *La Belle et la Bête* (1946); Bresson: *Mouchette* (1966); Godard: *A bout de souffle* (1959); Resnais: *Muriel* (1963); Truffaut: *Les 400 coups* (1959), *Jules et Jim* (1961).

Ms. Hayward

FR 201 Intermediate French Fall

An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky. Staff

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. Staff

Two of the following four courses:

FR 206 Introduction to Contemporary France Fall, Spring

An introduction to the terms and themes of the political, economic, social, and cultural sectors, in the context of France since 1945. Special emphasis on developing the student's ability to comment upon and analyze selected passages, and newspaper and magazine articles. The latter part of the course will be devoted to student presentations on topics of special interest, such as cinema, the women's movement, political parties, the welfare state, provincial life, etc. Staff

Each of the following three courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre,

the technical problems involved, and the use of French critical terminology in the study of literature.

FR 207 Introduction to French Poetry Spring
Staff

FR 208 Introduction to French Theater Fall, Spring
Staff

FR 209 Introduction to French Prose Fall, Spring
Staff

LANGUAGE, LITERATURE, CIVILIZATION

FR 215 Writing in French Spring
This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 206-7-8-9. Others by permission.) Mr. Knox

FR 222 Facets of a Changing France Spring
Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 206 or special permission.) Mr. Barenbaum

FR 305 Advanced Language Practice Fall
Intensive work in composition, stylistics, and grammatical analysis. Attention will be given to such problems as comparative grammar, lexical structure and differentiation between spoken and written language. Ms. Rifelj

FR 310 Literature and Society in the Ancien Regime Spring
A study of works by representative authors such as Corneille, Pascal, LaBruyère, Molière, Saint-Simon, Voltaire, Rousseau, and Beaumarchais, aimed not only at analyzing recurrent themes and techniques (literature) but also who wrote about what and for whom (society). Ms. O'Connor

FR 313 French Civilization in the Twentieth Century Fall
Exploration of how political, institutional and socio-economic structures have influenced daily life and the "mental set" of individuals and groups in twentieth-century France. Typical topics may include the family, work and leisure, the role of education, rural life vs. urbanization, the role of the state, etc. (FR 206 or the equivalent.) Mr. Knox

FR 315 The Nineteenth Century Novel Spring
This course will study major novels by Stendhal, Balzac, Flaubert, Zola, and Huysmans, including an examination of the interrelations of literary works and socio-cultural conditions. Ms. Rifelj

FL 316 Symbolism and Modern Poetry Fall
An introduction to the notion of symbolism in its European context, with emphasis on symbolism as a major cultural movement touching on literature, art, music and psychology. Students will read the poetry of the French Symbolist poets (Baudelaire, Mallarmé, Verlaine, etc.) as well as that of some non-French poets such as Yeats, Rilke, D'Annunzio. Discussions will cover other major currents of the movement in art, music and philosophy. Students will be reading from the works of Jung, Swedenborg, Nietzche. Special lectures will be arranged on Symbolist art, on Wagner as a Symbolist and on dream symbols. Lectures and discussions will be in English, but students are expected to have a reading knowledge of the language of at least one of the studied works. All works will be available in translation but discussions will be based on the original texts. Ms. Maguire

FR 317 Modern French Theater Spring

A study of the major currents of the modern French Theater from Symbolist Drama to the Theater of the Absurd. Emphasis will be on the thematic and literary content of the plays, but problems of theatrical technique (staging, sound, role of audience, use of ritual, etc.) will also be considered. Students will be reading the plays of Jarry, Claudel, Montherlant, Ionesco, Anouilh, Genet and Sartre. Ms. Maguire

FR 320 The Twentieth Century French Novel Fall

We shall study how time and space, two major elements in the twentieth-century novel, emanate from the increasing anthropocentricity of "Man's" world. Both sociological and psychological in its approach to the problem of the human condition, the novel also displays an extreme concern with the nature of the genre itself. Authors will include Proust, Malraux, Sartre, Butor and Beckett. Ms. Hayward

FR 321 French Classical Theater Fall

A study of French theater during the periods of Louis XIII and Louis XIV: the times, the companies, the publics and the playwrights. Plays by Corneille, Molière, and Racine will be read and discussed. Mr. Barenbaum

FL 331 The French Novel and the Crises of "Femininity" Spring

A study of the socio-psychological as well as the historical and literary context of the major crises of the "feminine" experience (adolescence, marriage, motherhood, divorce, old age) through the writings of French novelists from the 17th century to the present, with emphasis on works written by women. Students will also be reading selected critical texts from Kate Millet, Helene Cixous, Simone de Beauvoir, Adrienne Rich. Course will be taught in English. Ms. Maguire

FR 442 Workshop in French Theater Spring

Group study of a play in French, concentration on the play itself, the problems of production, and the presentation of the play to various audiences (high school, other colleges, Middlebury). Students will participate as actors and technicians and will have an active "teaching" role to play as they explain the play and the production to their audiences. Mr. Barenbaum

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the semester in which the work is to be undertaken. Staff

*Foundations Course

See also Division of Foreign Languages: FL 316, FL 331

GEOGRAPHY

The essence of geographical analysis is the relationship between human behavior and environment whether natural or man-made. The pursuit of this interest spans micro-, urban, regional and world scales of analysis as geographers attempt to explain, evaluate or predict the location and spatial organization of human activities. The purpose of the program is to acquaint students with the means by which geographic problems are defined and solved in preparation for effective involvement in the world community, as citizens, and scholars.

The faculty in geography at Middlebury is particularly interested in the following areas of study:

1) The Human Ecology of Natural Habitats
Emphasizing the preception, use and management of natural environs and resources with special concern for world food, energy, material, and recreational resources.

2) Urban Systems in an Urbanizing World
Consideration of the role of cities in an increasingly urban world in the social, economic and political processes of society, stressing the spatial dimensions of urbanization, urban systems development and the internal form of cities. Emphasis upon central-place development, urban human ecology, residential systems, urban poverty, spatial externalities, and the spatial politics of urban resource allocation.

3) Regional Systems
Concern for geographic "regions" as socio-economic systems. Scales of analysis include the sub-national, national and inter-national. Emphasis given the spatial processes of modernization and social change, the rapidly changing structure of spatial interactions among the world's national economics, and the geographic tension between growth poles and developing peripheries within the spatial order of nations.

4) Philosophy and Methodology of Geography
Stressing the evolution of geographic paradigms, and analytic methods, in the discipline's development of its theoretical foundations. Evaluation of the standards of inquiry and logic within geography. Development of new means for the representation and analysis of geographic information: cartography, remote sensing, statistical analysis, and mathematical modeling.

The *Majors' curriculum* requires the completion of the four courses in the common core sequence (GG 101, 102, 201, 202). Thereafter, students must elect either the *Human Geographical Analysis* (GG 210, 211, 310, 311) or the *Environmental Systems Analysis* sequence (GL 252, GG 220, 320, 321). If the Human Geographical Analysis sequence is elected, students must also take physical geography (GG 220). If the sequence in Environmental Systems Analysis is elected, then students must also take economic geography (GG 210). All students must also elect at least one other course offered by the Department. In addition, during the fall semester of the senior year, all students must enroll in the senior seminar (GG 704). In all, a minimum of eleven courses excluding cognates are required for the regular, non-honors major in geography. The Department also participates in the interdisciplinary Environmental Studies major through the Human Ecology Option (consult catalogue).

Cognate course requirements for the majors' program in geography are indicated for each of the two sequences offered. Students electing the Human Geographical Analysis sequence will be required to elect, in consultation with their advisers, two non-introductory courses offered by the Departments of Economics, History, Sociology, Psychology, or Political Science. Students electing the Environmental Systems Analysis sequence will be required to elect, as advised, two non-introductory courses offered in the Division of Natural Sciences. In exceptional circumstances students may petition the Department to alter these cognate requirements. All students in both sequences will also be required to fulfill a "skills requirement" by taking one course in statistical, mathematical, or computer methods offered at the College. Students may petition the Department to substitute language study through the second semester level of proficiency for the quantitative work when it is critical to the pursuit of their geographic interests.

Students having at least a B (3.0) average in all geography courses completed by the end of their junior year are eligible to write senior theses and thereby earn *departmental honors.* The level of honors awarded will depend upon the thesis grade: "Honors" (B+), "High Honors" (A−), and "Highest Honors" (A or A+). During the fall semester, senior year, as a part of their work in the senior seminar (GG 704), honors candidates will begin preliminary research directed by a faculty member. During winter and spring terms candidates will enroll in GG 700 to complete their theses and present their findings in departmental seminars. Students not able to qualify for honors work after the junior year may, in consultation with the faculty, do preliminary work on proposed theses during the senior seminar and thereafter petition the faculty to write senior theses.

INTRODUCTORY COURSES

GG 101 The Geography of Earth Systems I: Nature and Society Fall

An introduction to the interaction between human societies and bio-physical environments. The first part of the course will examine the distribution and processes of the world's natural systems (landforms, rocks, minerals, climate, soils, water, vegetation, and fauna) as a background for the evolution of cultural patterns. Attention in the second part will focus on the human quest for food, shelter, energy, mobility, material goods, and security in the dynamic arena of Asia, Africa, and Central and South America. Geographic tools and skills will be used to analyze the "where" and "why" of human activities. Mr. Illick

GG 102 The Geography of Earth Systems II: The Technological World Spring

An examination of the patterns and processes of human settlement and use of the earth's surface emphasizing the more developed regions of the world (North America, Europe, and the Soviet Union). Principles of geographic analysis will be introduced as underlying regularities in the forms of cities, regions and nations are discussed. Associated social, economic, and political phenomena will be studied. Lecture and lab/discussion weekly. (GG 101.) Mr. Brainerd

GG 201 Geographic Problem-solving: Modes of Analysis Fall

Several substantive areas of the discipline of geography will be chosen to demonstrate how geographic problems are defined and solved. Topics to be covered include: scientific method, field techniques, types of data, statistical and mathematical methods, computer skills. (GG 101, 102 or permission.) Mr. Eichen

GG 202 Cartography and Remote Sensing Spring

An introduction to the history, compilation, design and construction of projections and maps. Training will be provided in the techniques of preparing maps from field surveys, air photographs, and statistics. Particular attention will be given to the interpretation of images produced by radar, sonar, infrared, and other sensors. Field sketches, overlay maps, three-dimensional diagrams, and models will be produced. 3 hrs. lect., lab. (GG 101, 102, or permission.) Mr. Illick

SEQUENCES

Majors will elect to complete either of the two sequences in geography indicated below. Non-majors may elect any courses offered when prerequisite requirements are satisfied.

Sequence One: Human Geographical Analysis

GG 210 Economic Geography: Space, Environment, and Economic Systems Spring

An examination of the character, evolution and distribution of economic activity stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities. Regional economies from both the more and less developed worlds will be selected for spatial analysis. (GG 101, 102 or permission.) Mr. Brainerd

GG 211 Geographic Perspectives on Urban Systems Fall

The evolution, structure and function of city systems in selected regional settings will be discussed. Factors influencing urban location and internal spatial organization will be indentified, and the dynamics of these structures examined. The adequacy of urban environments will be evaluated in relation to various social, psychological and political criteria. Topics in transportation, housing, public finance, employment and population will be presented for consideration. (GG 101, 102, or permission.) Mr. Eichen

GG 310 Political Ecology: Space, Environment, and Political Behavior Spring

Principles, patterns, and processes of political organization, systems and development at the world, national, and local scales. (GG 101, 102 or permission.) Mr. Eichen

GG 311 The Geography of Development Fall

Examines the evolution and structure of nations undergoing modernization, the social and environmental problems attending massive change, and various strategies for develop-

ment. Throughout, the dynamic relation between city and countryside will be stressed. (GG 101, 102 or permission.) Mr. Brainerd

Sequence Two: Environmental Systems Analysis

GG 220 Environment of Man: Dynamics of the Earth's Surface Fall

A systematic examination of the elements and processes of environmental systems. Landforms, rocks, minerals, climates, soils, vegetation, fauna, and water resources will be studied by means of case studies, maps, photo-interpretation, and field trips. Particular attention will be given to synthesizing the elements of the natural world as they bear on population/land balances and the allocation of resources for human life. 3 hrs. lect., 3 hrs. lab. (GG 101, 102 or permission.) Mr. Elton

GL 252 Geomorphic Processes Spring

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation, and deposition) and geologic agents (running water, glacial ice, shore-zone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 4 hrs. lab. (GG 101, 102, 220 or permission.) Listed jointly with Geology as GL 252. Mr. Baldwin

GG 320 Meteorology and Physical Climatology Spring

Weather and climate will be examined individually and as they interact, stressing the exchanges of moisture and heat between earth and atmosphere. The inadvertent role of humans in altering climate will be discussed, and the implications of climatic conditions and change for world agriculture will be explored. 3 hrs. lect., 3 hrs. lab. (GG 101, 102 or permission.) Mr. Elton

GG 321 Biogeography Fall

An examination of the different patterns of distribution among plants and animals and their changing relationships with each other and with their habitats both in time and space. Special attention will be devoted to the systems by which energy and chemical elements are transferred between living organisms and their marine, soil, and atmospheric environments. 3 hrs. lect., 3 hrs. lab. (GG 101, 102 or permission.) Mr. Elton

REGIONAL STUDIES

As many as two courses will be offered annually during the Fall or Spring Terms which will examine selected issues relating to the various major world regions. Normally one of these would concern one of the more developed world regions (Anglo-America, Europe, Soviet Union), and one, a less developed world region (Africa, Middle East, Asia, Latin America). Additional regional offerings may be made during the Winter Term and will be announced elsewhere. The regional focus will shift in successive years.

The Less Developed World

[GG 330 South and East Asia] Offered in 1978-79.

GG 331 Middle East and North Africa Spring

An examination of the Middle East-North Africa region stressing environmental capacities, population patterns and development potentials. Mr. Illick

The More Developed World

[GG 340 The Soviet Union] Offered in 1978-79.

[GG 341 Anglo-America]

GG 342 Europe Fall

An examination of West and East European regional systems and the geographical bases of European economic and political development. Mr. Brainerd

GENERAL ELECTIVES

GG 401 Population, Food, and Energy Spring
The evolution of human population numbers will be studied in micro- and macro-regional contexts. The impact of population pressure on space, food, and energy needs will be assessed, with attention given to technological devleopment and social values. (GG 101, 102, or permission.) Mr. Elton

GG 412 Environmental and Resource Analysis: Applied Geography Spring
An examination of patterns and problems of environmental planning and perception, land use, and resource management. Focus and scale of analysis (e.g. urban, regional, national) may vary from year to year. (GG 101, 102.) Mr. Eichen

GG 500 Readings and Research in Spatial Analysis and Human Ecology Fall, Spring
A course arranged primarily to serve the research needs of geography majors. Staff

GG 700 Senior Research Winter, Spring
Staff

GG 704 Senior Seminar Fall
Staff

See also Division of Social Sciences.

See also Division of Natural Sciences.

See also Program in Environmental Studies.

GEOLOGY

With the Green Mountains to the east, the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science. Since Vermont is a classic area for study of mountain system evolution the program relates geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

The department offers five courses at the introductory level, two of which (GL 102 and GL 172) have been designated foundations courses. Planetary Geology (GL 192), Elements of Oceanography (GL 161), and Global Tectonics (GL 172) introduce students to active research areas in geological science and are vehicles of acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through any one of these courses, and may then concentrate in these or other areas depending on where their interests develop. Dynamic Earth (GL 102) and Geology and Society (GL 112) are complementary courses offered in alternate years. They are wide-ranging in scope and are intended to introduce students to the breadth and significance of geology. Although providing a useful introduction to the field, these courses are intended particularly for students who are not planning to major in geology, and may not be counted in the 11-course minimum requirement for the major.

In general students are expected to have completed at least one of the five introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. Work in the geological sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science and students contemplating concentration in geology must consult with faculty to plan their individual academic programs.

The program for a Geology major shall consist of 11 courses within the Department. These must include a 3-unit senior research program, and may include no more than 2 courses at the

introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 non-introductory level courses in related sciences may be counted towards the 11-course requirement for the major. A list of courses in Biology, Chemistry, Mathematics, and Physics which are considered acceptable may be obtained from Faculty members. Other courses in these or other departments may be accepted, at the discretion of the Faculty.

Although not explicitly required for the major, students planning to major in Geology are strongly encouraged to take courses in the cognate sciences of Biology, Chemistry, Mathematics, and Physics. Students considering graduate school or other further professional training *must* ensure that their academic program includes appropriate courses in these cognate sciences.

***GL 102 Dynamic Earth** Spring

Over the past two centuries our society's perception of the world in which we live has changed from that of a stable, essentially unchanging environment, shaken only by occasional catastrophic 'acts of God', to that of a world continuously changing whose history extends over time periods of billions of years. As our knowledge of the Earth and our ability to measure rates of change improve, such changes in our physical environment are increasingly perceived as being cyclic, or at least orderly, in nature. This course will examine our present concepts of processes operating at the surface of the Earth, against a background of observational data. The concepts will be presented in historical context: how were the observations previously interpreted; how did the present view develop? Three hours lect., four hours lab. (Not to be offered in 1978-79.)

Mr. Davies and Staff

[GL 112 Geology and Society] Offered in Spring 1978-79.

Floods, storm surges, earthquakes, landslides, and volcanic eruptions are short-lived and infrequent phenomena that can have disastrous results. The gradual sinking of coastal cities such as Venice and New Orleans is a reminder that imperceptible processes can have major long-term effects. The search for oil or metals in remote areas tells us that mineral resources are finite and non-renewable. This course examines the various ways that we as individuals, social groups, and governmental agencies interact with our geologic environment. Three hours lect., four hours lab.

Mr. Baldwin

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to resolve contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. Three hours lect., four hours lab.

Mr. Davies

***GL 172 Global Tectonics** Fall

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: regional tectonic synthesis, field problems in Vermont geology. Three hours lect., four hours lab.

Mr. Glassley

GL 192 Planetary Geology Spring

The planets and their moons are examined from a geologic reference frame. Topics include photo interpretation of planetary surface features, internal structure and composition of planetary bodies, acquisition and interpretation of remote sensing data, and composition and origin of the lunar samples. The laboratory stresses the application of geologic principles and techniques in interpreting planetary data and includes local geologic field trips and an introduction to the polarizing microscope. Three hours lect., four hours lab. Mr. Clague

GL 201 Bedrock Geology of Vermont Fall

A course designed to introduce geology majors to methods of describing rocks in the field and laboratory, and to interpretation of the origin of rocks. Most of the work will be field and laboratory experience, with some lectures on the classification and meaning of rocks, and on aspects of Vermont geology not seen in the six or eight field problems. Three hours lect., four hours lab. (GL 161, or GL 172, or GL 192, or permission.) Mr. Baldwin and Staff

GL 252 Geomorphic Processes Spring

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shorezone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. Three hours lect., four hours lab. (GL 161, or GL 172, or GL 192, or permission.) Mr. Baldwin

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the Sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: Synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hours lect., 4 hours lab. (GL 161 or GL 172 or permission.) Mr. Davies

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric, kinematic and dynamic analysis of deformational structure. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in Vermont geology; quantitative analysis and interpretation of deformation as shown on maps and aerial photographs; stereographic analysis of complex fabrics from varied local field areas. Three hours lect., four hours lab. (GL 172 or permission.) Mr. Glassley

GL 392 Igneous Petrology Fall

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. Three hours lect., six hours lab. (CH 101 or CH 131 or permission.) Mr. Clague

GL 461 Stratigraphy Fall

Relation of the sedimentary record to tectonic evolution. Study of fossils, textures, mineralogy, and primary structures to determine environments of deposition and identify depositional systems. Correlation to integrate a regional paleogeography. Use of the geologic time scale to establish timing and rates of crustal changes. Laboratory: invertebrate fossils; hand specimen and thin section study of sedimentary rock suites; field problems. Three hours lect., four hours lab. (GL 252, or GL 342, or permission.) Mr. Baldwin

GL 481 Geophysics Fall

An introduction to the principles and methods of geophysics with emphasis on techniques and geological implications of seismology, earth magnetism, gravity and heat flow, and geochronological studies. Laboratory: Geophysical investigation of field problems and integration of geophysical and geologic data. (PH 109, 110, or permission.) Mr. Davies

GL 491 Metamorphic Processes Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. (GL 392 or permission.) Mr. Glassley

GL 492 Advanced Petrology Spring

A seminar series devoted to various topics concerning the comparison and origins of oceanic and continental occurrences of igneous rocks. (GL 392 or permission.) Mr. Clague

GL 550 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 750 Senior Research

A three unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

*Foundations Course

See also Program in Environmental Studies.

See also Division of Natural Sciences.

GERMAN

Departmental students are normally expected to take eight courses in German Literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the Department. The Department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. No credit is given for Advanced Placement. The Department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universität in Mainz. There is no comprehensive examination in the senior year.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures predrill the student, i.e. students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Staff

GN 102 Elementary German Spring

Course-format as GN 101. Upon completion of German grammar, reading materials will be introduced. GN 102 begins with Winter Term and runs concurrently with it, although on a reduced schedule. (GN 101 or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 301 Modern German Literature]

GN 302 Twentieth Century Literature Spring

Students will examine the development of German literature since Naturalism, focusing on works by Hauptmann, Th. and H. Mann, the expressionists and their successors. Considerable attention will also be devoted to post World War I writers; the emphasis will be on dramatic forms. Mr. Huber

[GN 303 Stylistics]

GN 305 The German Novelle I Fall

Staff

[GN 306 The German Novelle II]

GN 307 The German Novelle III: Contemporary Short Prose Fiction Spring

This course will examine the short forms of prose fiction as they have developed during the last 25 years, both from the standpoint of content and of style. Authors examined will include Heinrich Böll, Günter Grass, Martin Walser and Peter Handke. Mr. Vail

[GN 310 German Lyric Poetry]

[GN 401 The Emergence of German as a Literary Language]

GN 402 The Establishment of German as a Literary Language Fall

A representative selection of Goethe's early and mature works will provide the frame of the course. The student will be given insight into the artistic development of a single great figure and the surrounding minor literary figures. Readings will include an early novel of Goethe's, lyrics from throughout his career and several plays, including *Faust I.* Some of Schiller's poems, essays and plays will be used to counterpoint Goethe's intellectual and artistic development. Mr. Huber

GN 406 Romanticism Fall

This course will provide the student with techniques for examining a period in depth. The emphasis will be on narrative forms. The course will give the student a basis from which to understand romantic themes and forms as they are carried forward into the twentieth century. Mr. Vail

[GN 410 Seminar: German Drama]

[GN 415 Goethe's Novels]

[GN 420 Great Swiss Authors]

[GN 422 Insiders and Outsiders — Literature and Culture of the Weimar Years]

GN 500 Independent Study

See also Division of Foreign Languages.

HISTORY

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. Majors must take at least one semester lecture course in early history, choosing from the following: HI 103, 205, 207, 313, 325, 326, 327, 328 and must take at least three semester courses outside their main field of concentration (the fields are defined as Europe, America, and Non-Western). One course may count towards the fulfillment of both these requirements. Each major must also take a Research Seminar (HI 401-419 or, when a research seminar is not offered in a particular field, HI 500) and a Readings course (HI 420-30) by the end of junior year. Senior majors, having chosen a topic the previous spring, must write a two-semester thesis (see below under HI 700). With departmental permission, certain cognate courses (normally not exceeding two) may be counted for credit toward a major in History. In addition, PA 231, Philosophy of History, counts for credit toward the History major.

Required for all History majors: At least ten courses (winter term senior independent work may be counted), including a Research Seminar, a Readings course, and a senior thesis. Students interested in combining a History major with the Teacher Education Program should ensure through consultation with both the Program and the Department that they will have no conflicts in their schedules.

HI 101 Roman History: The Republic Fall

These courses will be conducted as seminars with occasional lectures by the instructor. Readings will be available in English with the text of the original languages on facing pages

whenever possible. The courses will focus on limited time periods rather than serve as a general survey. Students are encouraged to study Latin and Greek to appreciate the shortcomings of translation and to sharpen their critical acumen in the evaluation of historical documents. Either HI 101 or 102 may be elected without the other course. Miss Heibges

HI 102 Roman History: The Empire Spring

These courses will be conducted as seminars with occasional lectures by the instructor. Readings will be available in English with the text of the original languages on facing pages whenever possible. The courses will focus on limited time periods rather than serve as a general survey. Students are encouraged to study Latin and Greek to appreciate the shortcomings of translations and to sharpen their critical acumen in the evaluation of historical documents. Either HI 101 or 102 may be elected without the other course. Miss Heibges

***HI 103 Turning-points in Early Modern History** Fall

A consideration of five situations, in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. The five situations include: St. Francis, Erasmus, Galileo, the English Levellers, and Rousseau. This material will be interspersed with readings discussing, at two levels, what sort of job history as a discipline is intended to do. The course is not intended to prove any theory, so much as to open students' minds to how people have behaved, in specific situations, over the six hundred years that comprise earlier modern history. (One section of this course, limited to 15 students, will serve to fulfill the Freshman Writing Requirement.) Mr. Tillinghast and Staff

***HI 104 The Formation of the Nation State in Western Europe, 1600 to Modern Times** Spring

The course will focus on the problem of the formation of the nation state as a way of exploring the meaning of the historical experience of the West over the last four centuries. Stressing the dimension of time in the historical process, the course will show how individuals and ideas, conditions and contingencies interact in a chronological sequence and how traditions and patterns of social behavior continue amid change. The narrative will be related in a series of flashbacks to show how the European monarchies built up nation states, how the conflict between authority and liberty was fought in the Puritan Revolution and the Revolution of 1789 in France, how the industrial revolution transformed society and government, why the nation became the dominant group to which people give their loyalty, and what cleared the way to liberal democracy in Western Europe. Miss Lamberti and Staff

HI 203 United States History, 1492-1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. Mr. Catton and Staff

HI 204 United States History, 1861-1977 Spring

A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Mr. Catton and Staff

HI 207 Imperial China Fall

The course will concentrate on the development of Chinese institutions and Chinese thought in the years before the impact of the West. Readings will be in a wide range of primary and secondary sources, including literature as well as more historical materials. Mr. Clifford

HI 208 Modern Chinese History Spring

Starting with the disruption of the Chinese world view by the western invasions, the course will concentrate on the collapse of the empire, and the many-faceted revolution which has been the primary feature of the 20th century. Mr. Clifford

HI 209 The History of Japan Fall

An examination of certain facets of Japanese history, the course will concentrate particularly on those aspects of Japan's past which have made possible her rise in the modern

world. Roughly half the course will deal with the years since the Meiji Restoration, the growth and collapse of the Japanese empire, and Japan's recovery since 1945. Mr. Clifford

HI 210 Modern Middle East History Spring

An introduction to the history of the Middle East with particular emphasis on the evolution of today's explosive situation there. Mr. Spencer

HI 211 African History Fall

The course will examine the origins of African societies in the pre-colonial period, the European intrusion in the 19th century, and the evolution of the modern African states. The emphasis in the latter half of this survey will be on independent Africa. Mr. Spencer

HI 302 Economic History of the United States Spring

An analysis of American economic development from the 17th century to the present, with frequent attention to European influences and emphasis upon the interaction between economic activity and social, political, and intellectual history. Mr. Catton

HI 303 The Era of the American Revolution, 1763-1800 Fall

A study of the origins, progress, and significance of the American Revolution, emphasizing the disruption of the balance of empire, the ideology of revolution, the framing of new governments, and the first decade of nationhood under the Constitution. Mr. McCardell

HI 305 Twentieth Century America, 1900-1940 Fall

A study of the political and social history of the United States during the early 20th century, concentrating on the Progressive Era, the First World War, the 1920's, the Great Depression and the New Deal. Mr. Jacobs

HI 306 Twentieth Century America, 1938-1976 Spring

A study of the political and social history of the United States during the mid-20th century, concentrating on the road to World War II, the War, the Cold War, and post-war America from Truman's Fair Deal to the New Frontier, the Great Society, Nixon, and the end of an era of progressivism. Mr. Jacobs

HI 307 Black History Spring

An examination of the Black experience in America. The nature of slavery and freedom, the significance of migration and urbanization, and the various strategies employed by Blacks to gain equality and a sense of identity throughout American history will give general focus to the course. The social, economic, and political structure of a black community in an urban and a rural environment will receive close attention. Mr. Cox

HI 313 Russian History from the 9th Century to 1796 Fall

An introduction to Russian culture and institutions, from Kievan Rus through Catherine the Great. The approach is topical, focusing on the interaction of pagan and Christian culture, the foundations of nation, state, and empire, and the problem of European and Asiatic influences. Mr. Brainerd

HI 314 Russian History, 1796-1976 Spring

A survey of Soviet history set against the background of Imperial Russia and the revolutions of 1917. Readings stress important recent interpretations of the Bolshevik seizure of power, the rise of Stalin and life in the Soviet Union today. Mr. Brainerd

[HI 315 History of Modern Europe, 1815-1890] Offered in 1978-79.

HI 316 History of Modern Europe, 1890-1950 Fall

The aim of the course is to make the major events of 20th century Europe comprehensible by organizing them around the predominant trends of political, social, and cultural change. Particular emphasis is given to the intrusion of ideologies in the conduct of politics, the changes that World War I brought to society, government, and international politics, the conflicts within the liberal democracies, the rise of fascist movements and the Nazi dictatorship, the Bolsheviks in power and the triumph of Stalinism, and the Second World War. Miss Lamberti

HI 318 English History as a Background for English Literature Spring

From the Elizabethan period to the First World War. Stress will be on intellectual and social history, the development of forms of society, and of ways of looking at it, that made it useful for authors to treat literary themes at particular times in particular ways. Mr. Tillinghast

HI 325 The Civilization of the Dark Ages Fall

Western Europe from the 5th to the 11th centuries. This was a barbaric world, shot through with memories of former grandeur, but with little to hope for from the future. In view of this outlook, its achievements were astonishing. Mr. Tillinghast

HI 326 The Medieval Outlook, 1050-1300 Spring

During the 11th century, something happened to the peoples in Western Europe: an outburst of energy in every field transformed them within 200 years from semi-barbarians into members of an alert and driving group of cultures. Then the advances began to slow down. The course will try to find out why. Mr. Tillinghast

[HI 327 Europe in the Renaissance] Offered in 1978-79.

[HI 328 The Reformation] Offered in 1978-79.

[HI 380 The Era of the Civil War and Reconstruction, 1840-1877] Offered in 1978-79.

HI 401-19 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The Department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. The only research seminar in American history is HI 402.

HI 402 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement. Mr. Catton and Mr. Jacobs

HI 411 Intellectuals and Politics in Modern Europe Fall

The seminar begins with a survey of the history of intellectuals in modern Europe, with particular emphasis on the conditions in modern times that enabled men of ideas to emerge as a self-conscious group of intellectuals and on the roles or tasks that they have performed within their societies. The relationships of intellectuals to men in political power will be examined. Some examples are the radical intelligentsia in Russia, intellectuals in France during the Dreyfus Affair, and the Fabian socialists in England. Studying movements that sought to conduct politics on an ideological plane, the class will address the question of why did an ideological outlook invade public life in modern times. The second part of the seminar will be devoted to the writing of a research paper on a topic selected by each student. Miss Lamberti

[HI 413 Writing and Research, Imperialism]

HI 414 Marxism and European Socialism, 1844-1914 Spring

Starting from a sampling of the philosophical, economic, and revolutionary writings of Marx and Engels, we will follow Marxist socialism from 1848 to the collapse of the Second International. Students' research papers will focus on the dialectic of theory and practice.

Mr. Brainerd

HI 418 Writing and Research in English Church History Spring

Topics will be restricted to the 18th and 19th centuries. Possible areas of research include Methodism and the Evangelical Revival, Missions and the movement towards ecumenicism, the abolition of slavery and the campaign for Catholic and Jewish emancipation, and the Oxford Movement and Church reform. Mr. Martin

HI 420-30 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors prior to completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement.)

HI 420 American Historical Writing Fall

An examination of the changing interpretations of American history, from George Bancroft and the nineteenth century Romantic Historians to the "Consensus" and "New Left" writers of the 1950's and 1960's, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-twentieth century writers: Hofstadter, Nevins, Potter, Schlesinger. Some of the reading will focus upon changing interpretations of the Revolutionary, Jeffersonian-Jacksonian, Civil War, and Populist-Progressive eras. Weekly discussions. Mr. Catton and Mr. Jacobs

HI 421 Germany, 1918-1933: the Weimar Republic and the Rise of the Nazi Movement Spring

Through eyewitness accounts, testimony and autobiographies, the seminar will try to reach some vision of what it was like to live in Germany in the 1920's and early 1930's, and what Germans thought and felt about National Socialism at the time. To balance the immediacy and personal nature of this on-the-spot view, assignments in the writings of recent historians enjoying the advantage of hindsight will provide a different angle of view. In this way the seminar will also work toward a broad understanding of the long-run conditions out of which the Nazi Party arose. Miss Lamberti

[HI 423 The Stuart Period]

HI 424 Communism in China Spring

The course will deal with the application of Marxism and the Russian model to China, the role of war in the formation of revolutionary ideology, and the emergence of a new kind of communist society in China since the war. Readings in writings of the leaders as well as secondary sources. Mr. Clifford

HI 425 Henry VIII and the Historians Spring

Concentration on the 1530's, over which there is at present a great deal of debate among historians. Do the changes in that decade constitute a "revolution," and does that overworked word mean anything in such a context? Mr. Tillinghast

HI 427 Stalin and Stalinism Fall

Stalin's personality and the nature of the "system" that his rule produced constitute probably the most exciting problem in scholarship on the Soviet Union in recent years. We will read and compare interpretations by Trotsky, Deutscher, Medvedev, Solzhenitsyn, Brzezinski, Ulam, Tucker, and others. Mr. Brainerd

HI 428 England 1530-1668: Protest and Rebellion in English Religious Thought Fall

Readings will deal primarily with the development of English dissent from the Henrican Reformation to the Act of Toleration. Special attention will be given to English Puritanism in its diverse forms including an examination of the early Presbyterian, Congregational and Baptist churches and the more radical Quaker and Leveller sects. The impact of Puritanism on economic and political developments during this period will also be studied. Mr. Martin

[HI 430 Man and Nature in Traditional China]

HI 500 Special Research Projects Fall, Spring
(Permission.) Staff

HI 700 Senior Independent Study Fall, Winter, Spring
All senior history majors will write a two-semester thesis under an adviser of their choosing. The work should normally be done in the fall and winter or fall and spring terms. Further information on the nature of the thesis is available from the Department. Staff

HI 705 Teaching Assistantship Fall, Spring
Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

*Foundations Course

See also Division of Social Sciences.

ITALIAN

See Spanish and Italian Department

MATHEMATICS

The Department of Mathematics offers an introduction to a broad spectrum of areas including foundations, algebra, analysis, applied mathematics, computers, geometry, probability and statistics, and topology. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses in our offerings to accommodate such applications. Our program is designed in the spirit of the liberal arts tradition to fulfill the needs of three classes of present day students:

1) those who are interested in mathematics but who will not major in a field requiring mathematics,

2) those who need mathematics as an integral part of the chosen major,

3) those who intend to major in mathematics.

The major includes a core sequence of analysis and modern algebra. Each major will choose several electives, such choices being made with the help of an adviser in order best to fulfill the student's particular mathematical needs.

Advanced placement is offered freshmen whose secondary training indicates they can successfully bypass one or more beginning courses.

Mathematics is frequently elected as a joint or double major with other disciplines in the various divisions of the college. Students who wish to pursue the major and to enroll in teacher training as well should consult both a mathematics adviser and the Director of Teacher Training early in their college careers.

Required for the major: MA 112, 113, 200, 201, 202, 302, 401 and 402, three electives in the department and MA 704 in the senior year. Philosophy 326 and 360 are recommended since they deal in part with the logical foundations and structure of mathematics. Physics 109 and 110 are strongly recommended since they illustrate the importance of mathematics in another closely allied field. With departmental approval, certain courses in other departments may serve in lieu of one or two of the required departmental electives.

Because of the wide variety of offerings available at other institutions, any student wishing to substitute a course from another school for any mathematics course must seek approval from the department before registering for the course.

***MA 105 Finite Mathematics: Probability, Statistics and Matrices** Fall
The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Some of the major figures in the historical development of probability will be introduced. Topics include condi-

tional probability, Bayes Theorem, Law of Large Numbers, expected value and Markov Chains. Matrix algebra and systems of linear equations will be used in the context of discrete probability. Examples from Biology and the Social Sciences will illustrate concepts and applications of discrete probability. The course provides a foundation for the study of statistics: an introduction to estimation, confidence intervals and hypothesis testing will conclude the course.
Staff

***MA 107 Foundations of Mathematics** Fall, Spring
An investigation of the history and nature of mathematical reasoning and thought. Topics will be chosen from the following: elementary logic, sets, counting, the axiomatic approach, the real number system, Euclidean geometry, the discovery and significance of non-Euclidean geometry, crises in the foundations of mathematics. Staff

MA 111 From Continuous Functions to the Calculus Fall
A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms and exponential functions will be integrated into the course as the need arises. MA 111 begins in September *and continues through the end of Winter Term.* Regular course credit and a Winter Term credit are assigned to those students who successfully complete the course. (Permission only.) Staff

MA 112 Mathematical Analysis-I Fall, Spring
Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve. Staff

MA 113 Mathematical Analysis-II Fall, Spring
A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. The calculus of the elementary transcendental functions. Applications of integration. Methods of antidifferentiation and elementary differential equations. Polar coordinates. Improper integrals. Sequences and series. (MA 112 or permission.) Staff

MA 130 Introduction to Computers Fall
An introduction to the basic concepts of computers and programming. An emphasis is placed on fundamental programming techniques rather than specific areas of application. Students will program extensively in FORTRAN. Some previous experience with programming in BASIC might be helpful, but is not required. (Prerequisites: none; problem solving ability gained from MA 112 or PH 109 would be helpful.) Mr. Krupp

MA 200 Linear Algebra Fall, Spring
Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.) Staff

MA 201 Mathematical Analysis-III Fall
The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Staff

MA 202 Mathematical Analysis-IV Spring
Sequences and series of constants. Sequences and series of functions, power series, Taylor series. Differential equations, first order methods, linear equations, series solutions, systems of equations. Vector fields, divergence and curl. Line and surface integrals, Green's and Stokes' Theorems. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.)
Staff

[MA 220 Graph Theory and Combinatorics]

MA 222 Convex Figures Fall

A course in Euclidean geometry investigating properties more general than similarity and congruence. Topics will include separation and support, extreme and exposed points, Helly's Theorem and its relatives, addition of figures, maxima and minima, the isoperimetric problem, curves of constant width, the Kakeya problem, starlike sets, convex polyhedra and applications. (MA 113 or permission.) Mr. Peterson

[MA 231 Data Structures and Programming]

MA 302 Abstract Algebra - I Spring

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principal ideal domains, unique factorization. Factorization in a polynomial ring. Modules and vector spaces over arbitrary fields. (MA 200 or permission.) Staff

MA 303 Abstract Algebra - II Fall

The theory of fields. Extension fields, algebraic and transcendental elements. Further topics from abstract algebra chosen from among: finite fields, Galois theory, advanced linear algebra including duality, quadratic forms, and the Jordan form of a matrix, skew fields, the Wedderburn theorem, algebraic geometry, category theory, lattices and boolean algebras. (MA 302.) Staff

MA 310 Probability Fall

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, Weak Law of Large Numbers and Central Limit Theorem. Numerous applications. (MA 201 is a corequisite, but students lacking this course should consult the instructor.) Mr. Emerson

MA 311 Statistics Spring

An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, Baysian statistics, efficiency and the Neyman — Pearson Lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Students preparing to take Statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310.) Mr. Emerson

[MA 315 Mathematical Models in the Social and Management Sciences]

[MA 318 Selected Topics in Operations Research]

[MA 321 Elementary Number Theory]

MA 331 Numerical Analysis Spring

An introductory course stressing application rather than theory. Techniques of practical importance in the areas of linear algebra, roots of equations, interpolation, quadrature, and ordinary diffential equations will be covered. (Permission.) Mr. Krupp

[MA 332 Classical and Modern Methods of Optimization]

MA 401 Advanced Calculus Fall

Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals, Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (MA 201 and MA 202.) Staff

MA 402 Advanced Calculus Spring

Further topics in the calculus and real analysis. A continuation of MA 401. Staff

MA 411 Elementary Topology Spring

An introduction to the concepts of topology. Theory of sets, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric and function spaces, selected topics from the topology of Euclidean space. (MA 201 or permission.)

Mr. Olinick

[MA 431 Complex Analysis]

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.)

Staff

MA 704 Senior Seminar Spring

Each student is required to complete and present a major paper on a topic of his choosing. In addition, each student is expected to attend, during the Fall term, a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years.

Staff

*Foundations Course

See also Division of Natural Sciences.

MUSIC

The Music Department offers courses in theory, history, performance and dance. Majors with emphasis in theory, history or performance are required to take MU 209-210, MU 309-310, MU 220-221, MU 390, three upper level elective courses plus one or two units of Senior Work. Majors with emphasis in dance must complete six dance courses, MU 109 or its equivalent, MU 220-221, three other courses within the department, and one or two semesters of Senior Work. (With prior departmental permission, a major with emphasis in dance may substitute one or more dance-related courses from other departments for a music elective.) In addition to the curricular requirements, majors are expected to participate for at least two semesters in departmental ensemble activity: Choir, Orchestra, Dance or Chamber Ensembles.

Majors must take a keyboard sight reading test at the beginning of their junior year and have passed it by the end of their junior year. Proficiency in a foreign language is expected of majors concentrating in music history.

MU 101 Introduction to Musical Styles Fall

A study of musical life and literature from antiquity through the 20th century with an emphasis on major styles and their component elements. The course aims to develop in students the minimal listening skills necessary for differentiating among styles and composers. Elementary principles of notation useful in following simple scores to be explained in class. No previous experience assumed.

Mr. Griesheimer

***MU 109 Rudiments of the Musical Language** Spring

This introduction to the materials of music assumes no prior experience. After a grounding in the rudiments of musical notation, melody, harmony, rhythm, and form, we progress to intensive listening and analysis of masterworks, including: Bach, Brandenburg Concerto No. 2; Mozart, Symphony No. 40; Beethoven's "Pathetique Sonata" Opus 13; Debussy, *L'Apres-midi d'un Faun.*

Mr. Imbasciani

MU 140 Introduction to Dance Fall and Spring

An introduction to dance on the beginning technical levels of ballet, modern, jazz and improvisation. Observation and participation are involved through dance performances, classes, dance criticism and films. (The prerequisite is one six-week session of the Basics of Dance for Physical Education or permission.)

Ms. Holby

MU 201 Electronic Music Fall

MU 201 is a course in music design and composition for the student with or without musical skills. Using electronically-generated and concrete sounds, students are taught use of tape recorders, the Moog synthesizer and the other equipment in the College's Electronic Music Studio and guided in the creation of original works using music from the contemporary repertoire as models. Mr. Todd

MU 209 Theory Fall

MU 209 assumes basic notational skills (MU 109, or its equivalent) and minimal keyboard sight reading ability. The course exercises the student in the manipulation of diatonic musical materials; modes, triads and their inversions, melody construction, simple harmonization with primary and secondary triads. Three ear-training labs per week in addition to lectures. Mr. Todd

MU 210 Theory Spring

Continuation of MU 209. Four-part harmonization through diminished seventh, augmented sixth and neapolitan chords; modulation and use of altered chords; construction of small original gestures. Ear-training labs continued. Mr. Todd

MU 220 Survey of Music History Fall

A survey of western music and examination of its stylistic development from antiquity through the Baroque Era. Ability to read music assumed. Mr. Imbasciani

MU 221 Survey of Music History Spring

Continuation of MU 220. (MU 221 may be taken without MU 220.) Stylistic development of music from classical period to contemporary music. Ability to read music assumed. Mr. Imbasciani

MU 260 Intermediate Dance Technique Fall and Spring

This course offers intermediate level work in ballet, modern and jazz techniques. Emphasis will be placed on developing the creative instincts through improvisation and composition; and increasing control over movement. There will be performing opportunities as well as films of styles and techniques. (Permission.) Ms. Holby

MU 261 Intermediate Dance Technique Fall and Spring

Continuation of MU 260. (Permission.) Ms. Holby

[MU 270 Artistic Development in the Individual Composer]

MU 290 Fundamentals of Conducting Fall

The basic conducting patterns in simple and compound rhythms and their relation to musical line and shape. Score preparation, rehearsal techniques and practical conducting experience. (Permission.) Mr. Fanning

All 300 level music courses (except MU 360-361) assume an ability to read music.

MU 306 Performance Fall

The focus of this study is the development of musical understanding and expression through active participation in making music. As a laboratory course, the primary work takes place in tutored private practice and ensemble rehearsal; choir, orchestra, chamber groups and individual instruments. (Permission.) Mr. Fanning

MU 307 Performance Spring

Continuation of MU 306. Mr. Fanning and Mr. Griesheimer

MU 309 Modal Counterpoint Fall

An investigation of 16th century countrapuntal techniques (imitation, canon, invertible counterpoint) as practiced by masters of the late Renaissance: Palestrina, Isaac, Victoria, and Morales. After a study of chant melodies and the treatment of dissonance, students will compose in the idiom, from simple modal melodies up to 4 and 5 parts. Readings from theorists of the period will complement listening assignments. Mr. Imbasciani

MU 310 Analysis Spring
The study of individual works and genres for the advanced student through readings, score study, compositional exercises and written analysis. Mr. Todd

[MU 312 Composition]

MU 322 Music in the Baroque Era Spring
A study of musical life and literature in Europe from 1600 to the death of Bach. Among the major topics: Giovanni Gabrieli and the Venetian legacy; origins and development of opera in Italy; Lully and French music under Louis XIV; English music during the Commonwealth and Restoration; the music of the Reformation. The life and works of G. F. Handel and J. S. Bach. Mr. Griesheimer

[MU 323 Music in the Classical Period]

[MU 324 Music in the Romantic Era]

MU 325 Music in the 20th Century Spring
The development of music from Debussy to the present, particularly the music of Debussy, Mahler, Stravinsky, Schoenberg, Webern, Berg, Bartok, Hindemith, Cage, Joplin, Davidovsky and Babbitt; impressionism, emergence of twelve-tone music and serialism, jazz, aleatoric music, the role of the electronic studio and computer in contemporary composition. Mr. Todd

MU 330 Symphonic Literature Fall
A study of the symphony and related forms (tone poem, concert overture, etc.) from c. 1740 to the present. Among the major topics: the pre-classical symphony schools of Mannheim, Milan, Berlin, and Vienna; the symphonies of Haydn, Mozart, and Beethoven; 19th-century developments: program elements, literary influences, nationalism; the symphonies of Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Franck, Dvorak, Brahms, Tschiakovsky, Bruckner, Mahler; the tone poems of Liszt and R. Strauss; the symphony in the 20th Century: Hindemith, Schoenberg and his circle, Bartok, Prokofiev, Shostakovitch, Stravinsky, Copland, Ives; commercial applications of the symphonic tradition: movie music, TV scores, etc. Mr. Griesheimer

[MU 341 J. S. Bach]

MU 360 Advanced Dance Technique Fall
In this course the dancer will continue with daily work in modern, ballet and jazz techniques supplemented by improvisation, films and use of sophisticated musical accompaniments, perfecting a sound dance technique. Performance is expected. (Permission.) Ms. Holby

MU 361 Advanced Dance Technique Spring
Continuation of MU 360. (Permission.) Ms. Holby

MU 390 Junior Seminar in Music History Spring
An introduction to the use of research tools and methods in musicology in preparation for the senior work. 1) Primary and secondary sources; 2) form of the research document; 3) practical projects in early notation, textual criticism, and bibliography to be announced. Mr. Griesheimer

MU 500 Independent Study
(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

The aim of the Department is to present music for its value as literature and as a record of one aspect of human achievement, not as professional training. We strongly encourage students to improve performing techniques as a necessary means of cultivating the art. The College will

assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Students who wish private instruction in piano, organ, violin, viola, classical guitar, flute, recorder or voice should enroll with the Department before registration.

Fees are to be paid to the Cashier's office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consists of one lesson weekly; fee $120 per semester for all instruments except recorder in consort which is $75 per semester.

Private instruction in piano	Mr. Viviano Ms. Fanning
Private instruction in organ	Mr. Fanning
Private instruction in cello	Mr. Rusinak
Private instruction in violin, and viola	to be announced
Private instruction in classical guitar	Mr. Rhinelander
Private instruction in flute	Ms. Scoones
Private instruction in recorder or recorder consort classes	Mr. Skrobela
Private instruction in voice	Ms. Sliker
Private instruction in oboe	Mr. Griesheimer

Music Library. The Christian A. Johnson music library contains several thousand records, scores, books, and a collection of chamber music. Listening facilities in the library are available to anyone from the college community.

Practice facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Performance by small ensembles is encouraged. All instrumentalists are urged to audition. Apply to secretary of music department. Mr. Imbasciani

Chamber Ensembles. Coaching in chamber ensembles, string quartets, trios, duos, woodwind and brass groups is available. See Mr. Griesheimer.

College Choir. The College Choir sings at chapel services and special concerts on and off campus. In keeping with the educational intent of the choral program, repertoire for all performing groups is as historically inclusive and demanding as possible. Performance in languages other than English is stressed. Audition required, open to all students without prerequisite.

Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

See also Division of Humanities.

PROGRAM IN NORTHERN STUDIES

The Northern Studies Program is a new addition to the Middlebury curriculum, having been initiated in 1977. The goal of the program is to utilize the many advantages in terms of personnel and geographic location which Middlebury has with respect to Northern Studies to provide students with a flexible multidisciplinary course of study in this rapidly developing field.

The Northern Studies Program is a cooperative effort between Middlebury College and The Center for Northern Studies, a private, non-profit research and educational institution located in Wolcott, Vermont, about 70 miles northeast of Middlebury. The Center has field facilities in environmental situations that closely approximate those of the far north of Canada and Alaska. Thus, the Northern Studies Program is able to emphasize the field aspects of northern studies in a manner that is not possible in most other portions of the continental United States. The Center also carries on an active research program in Alaska and other northern areas, and Northern Studies majors may sometimes participate in this research. Center for Northern Studies senior personnel are adjunct faculty members at Middlebury College and are intensively involved in the entire program.

A Northern Studies major consists of a curriculum which includes three related components: a core group of Northern Studies and Ecology courses, a program of cognate courses in other relevant fields, and a senior thesis project of considerable scope and intensity. The core portion of the curriculum emphasizes the natural sciences since, in the far north, an understanding of the natural environment is central to developing a full comprehension of fields that elsewhere are often considered to be rather far removed from the natural sciences. Hence, a Northern Studies major whose ultimate interest is in the economics of resource management in the far north would need a deep understanding of the physical and biological environment of the north to be qualified to operate effectively in this chosen area.

Requirements for a Northern Studies Major. At the time that this catalogue went to press, the structure of the Northern Studies major had not been finalized. Students should consult Professor Steven Young, Biology, for a complete description of the program and its requirements.

Students majoring in Northern Studies are expected to take BI 110 (Concepts of Modern Biology), BI 190 (General Ecology), and NO 151 (Introduction to the Polar Environment). A central part of the Northern Studies major will be the Fall Semester in Residence at the Center for Northern Studies at Wolcott. This semester will normally take place in the junior year, and students should have completed the three courses listed above prior to the start of the Semester in Residence. A course on Winter Ecology, also conducted at the center for Northern Studies, will normally be taken in the junior year.

Students are also expected to take one of several groupings of cognate courses offered on the Middlebury Campus by several departments in the Science and Social Sciences Divisions. The particular grouping of courses which will fulfill this component of the program is variable and will reflect the student's chosen area of emphasis. See Professor Steven Young for further details.

Students will take two or three senior thesis courses in the selected area of emphasis. This work may be carried out either at Middlebury or at the Center for Northern Studies. No more than three units of research or thesis work can be applied toward the Middlebury degree.

A limit of 8 regular term courses and 2 winter term courses can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research or thesis work undertaken at Wolcott.

While there is no language *requirement* for the Northern Studies major, students who have serious career plans in the north are strongly encouraged to develop at least a reading knowledge of Russian.

NO 151 Introduction to the Polar Environment Spring

An introduction to the physical, biological, and historical characteristics of the polar world. Emphasis on climate, glaciation and other physical features of the polar environment, ecosystems of the boreal forest, tundra, antarctic, and polar seas, the environmental history of polar regions in relation to geologic times, and the relationships between the polar regions and pre-industrial and modern human societies. Mr. Young

NO 700 Senior Work Fall, Winter, Spring

The equivalent of two or three courses will normally be devoted to senior thesis research and presentation. This work may be carried out either at the Center for Northern Studies or at Middlebury.

The following courses are offered at the Center for Northern Studies:

Winter Ecology Winter Term

The special physical characteristics of the winter environment and the physiological and behavioral adaptations of terrestrial and aquatic organisms to seasonablity, extreme cold, and snow and ice conditions. Mr. Marchand

Fall Semester in Residence at the Center for Northern Studies

This is a semester-long program which is the equivalent of four normal Middlebury courses. However, the program is presented in an integrated fashion in which a series of relevant topics are treated sequentially or simultaneously and the boundaries between traditional courses are not maintained. Major topics include: boreal forest and tundra ecosystems, with heavy field emphasis, Quaternary studies and paleoecology, polar exploration and history and

associated literature, and planning, logistics, and field techniques for polar work. Guest lectures, seminars, and field trips are an integral portion of the program.

PHILOSOPHY

Non-majors: Most Philosophy Department courses are open to students who are not majors and who have had little or no previous work in philosophy. HM 150, HM 160, and PA 170 are the general introductions to the field and are open to students in all classes. Courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen. 400 level courses are normally open only to majors. Non-majors with a previous background in philosophy may elect a 400 course but they should consult with the instructor.

Major program: Majors will elect ten courses in the department. (No more than two courses from the group HM 150, HM 160, and PA 170 can count toward the major requirement.) All majors will normally take a reading course on contemporary philosophy in the Winter Term of their junior year. All majors are strongly encouraged to take PA 218 and PA 223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect: one course in Ethics and Social Philosophy (PA 300-320); one course in Philosophy of Science and Theory of Knowledge (PA 350-370); one course in Studies in the History of Philosophy (PA 400-420) and the Senior Seminar (2 course units) in Contemporary Philosophy.

Honors candidates will do a 500 project in the Winter Term of Senior Year and may substitute under exceptional circumstances a second term of 500's work for the second term of the Senior Seminar. Students must have a B average in all work in the department during their junior year and first term of senior year to be permitted to undertake an honors project. 500 projects are open only to philosophy majors and they must have attained an average of B in all course work within the department.

PA 115 Ancient Greek Philosophy Fall

The concentration will be on Plato and Aristotle, though some attention will be paid, as introduction, to the Pre-Socratics and, for contrast, to ancient atomism. Where possible, the course will try to relate the readings to current concerns, rather than treating them as museum pieces merely. Classes will be an informal mixture of lecture and discussion. (No prerequisite.) Mr. Bigelow

PA 116 Modern Philosophy: From the Scientific Revolution Spring

An historical survey both critical and expository of major philosophers from the early 17th through the 18th centuries (Descartes-Kant). If time permits, Wm. James (American, late 19th and early 20th centuries) will be included at the end. Of several continuing themes unifying the course material, one will be the varying ways in which different thinkers try to accommodate results of science to ordinary human experience. Emphasis is on theory of knowledge and metaphysics. The course may be used as an introduction to philosophy by students without any prior knowledge of the field. Some discussion involved. Mr. Bigelow

***HM 150 Foundations of the Western Intellectual Traditions: Antiquity to the Reformation** Fall

Through a study of philosophical and theological texts we shall attempt to comprehend the basic questions and methods of Western intellectual traditions. We shall be concerned with such topics as the nature of human knowledge, the existence of God, the possibility of human freedom, and man's place in the universe. This course is not a comprehensive history of ideas, but a study of great works in their own context and in ours. Selections from *The Bible,* Sophocles, Plato, Aristotle, Epicurus, Anselm, Luther or Calvin, Montaigne and Descartes.

Ms. Baker, Mr. Bates, and Mr. Nuovo

[HM 160 The Origins of Modern Thought: Science, Religion and Society]

PA 170 Philosophical Problems Spring

An investigation through lectures, debates, readings and discussion of some main problems of philosophy: the nature of philosophical thinking, meaning and truth, the relationship of mind and body, freedom and determinism and moral responsibility, the possibility and kinds of knowledge. This course has been designed as an introductory course for students who have studied little or not philosophy. Mr. Nuovo, Mr. Wald

[PA 213 Philosophy of Religion]

PA 218 Introduction to Modern Logic Fall

A study of the principles of correct reasoning. Skills in both informal and formal logic will be developed. Topics in informal logic will include appraisal of arguments and fallacies of relevance and of ambiguity. Topics in formal logic will include syllogistic logic, propositional logic and quantification theory. Ms. Baker

[PA 223 An Introduction to Contemporary Philosophy]

PA 231 Philosophy of History Spring

Moral and speculative theories of history, the logical, epistemological, and metaphysical presuppositons of historiography, historicism and its problems, history as a special mode of human existence will be examined in this course through lectures, readings and discussion. Mr. Nuovo

PA 233 Aesthetics Spring

Contemporary and historical readings will be used to examine problems in the philosophy of art. There will be exploration of what is a work of art and of meaning and truth in various of the arts. Attention will be given to questions of aesthetic judgment and of aesthetic value as well. Some prior acquaintance with philosophy or literature or the arts is recommended. Ms. Baker

PA 236 Philosophy of Mathematics Fall

The three major schools of mathematics in the mid 19th and 20th centuries, Logicism, Formalism, and Intuitionism will be investigated from a philosophic point of view; even though mathematical concepts like "infinity", "proof", and "mathematical truth" will be analyzed, sophisticated mathematical techniques will not be used. High school mathematics is all that is required. Mr. Wald

ETHICS AND SOCIAL PHILOSOPHY

Courses numbered in the range PA 300-320 fall in the general area of ethics, social philosophy and theory of value. Offerings may change from time to time and courses will be alternated as indicated.

[PA 305 Introduction to Ethics]

RE 305 Studies in the Philosophy of Religion: The Problem of Evil Fall

The central theme of this course is the possibility of theodicy, of reconciling the goodness of an omnipotent God with evil, with sorrow and pain, illness and death, poverty and oppression, ignorance and moral failure, and so forth. Classical theodicies of Augustine and Leibniz and the critiques of Hume and Kant will be studied and evaluated, along with more recent philosophical literature. Preliminary to the central theme, we shall inquire into the meaning of the terms "good" and "evil" and attempt to determine the conditions and circumstances which they denote. (Permission.) Mr. Nuovo

PA 307 Twentieth Century Ethics Fall

This course will concentrate on problems of meaning, and justification, in ethics by tracing the development of twentieth century analytical ethics from the intuitionism of G. E. Moore and W. D. Ross, through the emotive theory of A. J. Ayer and C. L. Stevenson, the pre-

criptivist theory of R. M. Hare, to the renewed naturalism of John Rawls. There will also be a discussion of existentialism and ethical theory. Mr. Bates

[PA 309 Philosophy of Law]

PHILOSOPHY OF SCIENCE AND THEORY OF KNOWLEDGE

Courses numbered in the range PA 350-370 fall in the general area of theory of knowledge or epistemology. Problems of knowledge, proof and perception have been particularly central to philosophical concerns in the modern period. Students considering graduate work in philosophy should elect courses in this area. Offerings may change from time to time and courses will be alternated as indicated.

PA 351 Theory of Knowledge Spring

Discussion of major questions concerning knowledge such as: what is involved in claims to know; how and to what extent are these claims justified in different areas. Reading material: both contemporary and otherwise, but the focus of attention will be on the problems discussed, not on historical evolution of views. (At least one previous course in philosophy is advisable.) Mr. Bigelow

PA 352 Philosophy of Mind Spring

This course will focus on the problems involved in relating conscious phenomena to the physical world. What is the nature of such conscious phenomena as believing, feeling or perceiving? There will be critical examination of several kinds of theories of consciousness, and attention may be given to problems of intentionality and personal identity as well as to contemporary treatment of the mind/body problem. Ms. Baker

[PA 353 Philosophy of Science]

PA 354 Philosophy of Language Fall

An analysis of meaning, reference and truth in a natural language will be offered with special attention paid to the differences likely to be found between a philosophical and a linguistic analysis of these important concepts. Mr. Wald

PA 356 Philosophy of Social Science Fall

Problems of explanation in the social sciences will be of central concern. Questions such as the following will be explored from several points of view: What is the nature of human action, and what relevance do concepts of human action have for sociology and psychology? In what ways, if any, must explanation of human behavior differ from explanation of the physical world? What reference must be made to purpose and function in order to understand human behavior? There will also be consideration of the broader question of whether or not a science of human behavior, with the same kind of explanatory power and structure as a physical science, is possible. Ms. Baker

PA 360 Intermediate Logic Spring

A systematic study of the propositional calculus, first-order quantification theory, and identity. Topics that will be discussed include the consistency and completeness of formal theories, deduction and the decision problem. (Prerequisite: PA 218, Calculus, or permission of the Instructor.) Mr. Wald

STUDIES IN THE HISTORY OF PHILOSOPHY

Courses numbered in the range PA 400-420 cover major figures in philosophy or major movements, e.g., empiricism, rationalism, idealism, existentialism. These courses are recommended to students planning to pursue graduate work in philosophy and should normally be elected only by students who have had previous courses in philosophy.

PA 403 Three British Empiricists: Locke, Berkeley, and Hume Fall

An historical study of these three important and influential philosophers. In addition to the primary aim of understanding and assessing critically what they said, secondary aims will be to place them in the context of the history of philosophy, and to consider briefly other possible answers to the questions they discuss. The focus will be on topics in the theory of knowledge and metaphysics. Some previous exposure to philosophy would be helpful but is not necessary.

Mr. Bigelow

[PA 406 Kant]

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

PA 704 Senior Seminar: Contemporary Philosophy Fall, Spring

All seniors elect two terms of the senior seminar. The seminar is devoted to the study of contemporary figures or movements in philosophy. Students will prepare periodic research papers utilizing primary sources and journal literature.

Staff

*Foundations Course

See also Division of Humanities.

See also Religion RE 305.

PHYSICAL EDUCATION AND ATHLETICS

The Physical Education Program concentrates on the so-called life-time sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *The program consists of a pool test (or a course in beginning swimming) and five seasons in essentially life-time sports.* There is a credit maximum of three seasons for participation in intercollegiates, performing groups, or instructional team sports. The department schedules two seasons in each of the two college terms and one season in the college winter term.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course program.
b. Approved Independent programs.
c. Exemption program.
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or one beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury — except that three exemptions or three seasons credit should be attained by the end of the Junior year to ensure completion of the program. Exemption tests will not be given to seniors in their senior year. *The entire program may be completed by demonstrating strong competency at or above the intermediate level in three life-time activities offered in the exemption program, provided the pool test has also been passed.* The passing of one or two exemptions provides the student with one or two seasons credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit).

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college

year. There are two exemption periods during the year (preceding the fall and winter II seasons) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to the Department Chairman's office one week prior to the start of each physical education registration period. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season and they will be scheduled for classes on a space available basis.

Physical Education Program (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons) Specific seasonal course offerings are available at the time of registration prior to the start of each season. Staff

Physical Education Instructional Course Registration Periods: (9:00-12:00 and 1:00-4:00 at the Field House office).

Registration Dates	Season	Season Dates
September 12, 13, 14	Fall	September 19-October 29
October 24, 25, 26	Winter I	October 31-December 10
November 29, 30, December 1	Winter Program Term	January 4-February 3
February 13, 14, 15	Winter II	February 20-April 1
March 21, 22, 23	Spring	April 10-May 13

Exemption Periods and Tests: Advance sign-ups for test appointments are recommended and requested. Please sign-up at the Field House office from 9-12:00 or 1-4:00 unless otherwise stated. Note key below.

Fall Tests (September 12, 13, 14, 15) — Sign-up dates are September 8, 9, 12, and 13: Archery, Badminton, Bowling†, Canoeing, Dance, Golf, Riding†, Sailing, Squash, Swimming, Tennis and the Pool Test.

Winter Tests (February 13, 14, 15, 16) — Sign-up dates are January 24, 25, 26 and February 13: Badminton, Bowling†, Dance, Figure Skating, Ice Skating, Skiing, Swimming, Riding†, Squash, Tennis, Touring, and the Pool Test.

Note: Test Fees are $.90 for Bowling and $2.00 for Riding.

†Tests by appointment only.

PHYSICS

The course offerings in the Department of Physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) those who do not intend to specialize in science, but have an interest in science; (2) those who desire a basic introduction to physics as an adjunct to a major in another science; and (3) those who major in physics. Students normally major in physics as preparation for graduate study in the sciences or engineering, as preparation for a professional school, or as preparation for teaching. Students planning to major in physics should start no later than their sophomore year and preferably in their freshman year.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses. *The minimum requirements for a major in physics* are the introductory sequence to Physics, PH 109, PH 110, PH 210, PH 212, plus five elective physics courses, a senior program and MA 112, MA 113 and MA 201. The course PH 212 is a prerequisite for all 300 and 400 level courses in physics. The senior program consists of a three-unit thesis and general examination. Students doing practice teaching under the Teacher Education Program may, with permission, take only two units of senior thesis. Specific courses to be taken by a major are determined in consultation with a department adviser. The department offers a program for majors of Environmental Studies with Emphasis in Physics. (See Environmental Studies.)

Courses in the numbering sequence PH 111 through PH 199 are designed for students not majoring in the natural sciences and so do not count toward satisfying the physics major.

The Department offers for nonscience majors, a Fall term course, PH 155, *An Introduction to the Universe,* and two Spring term courses, PH 101, *The Nature of Things: Physical Reality and Human Thought* (a Foundations Course), and PH 145, *Electronics for the Intimidated.* See below for descriptions of these courses. We also offer courses in electronics and in astronomy and astrophysics for students who have had some introductory physics.

***PH 101 The Nature of Things: Physical Reality and Human Thought** Spring

Designed for non-science students, this course will explore major ideas which shape our present understanding of the physical universe. Relativity theory, the quantum principle, matter and antimatter, and the origin of the universe will be considered for their impact on broader realms of human thought. This philosophical perspective will be augmented by development of physical ideas in their historical context, giving a sense of the evolutionary and revolutionary processes which make for progress in science. The physical content of major ideas will be emphasized in a nonmathematical way, and simple exercises and demonstrations will familiarize the student with some of the less intuitive results of modern physics. Finally, attention will be given to major unsolved problems and to the forms that radically new physical understanding might take. Mr. Wolfson

PH 109 Mechanics and Thermodynamics Fall

This course examines the phenomenon of motion in a number of fundamental forms: point mass and rigid body dynamics, fluid flow, and waves in continuous media. Using Newton's laws of motion and the powerful techniques provided by the calculus, it explores the central role of momentum and energy in the description of mechanical phenomena. As an additional example of the importance of the principle of conservation of energy, a discussion of the relation between thermal and mechanical energy will conclude the course. The lab work in this course aims to develop measurement and data analysis skills by providing examples in which the behavior of actual systems can be quantitatively compared to theoretical predictions. (MA 112 or high school calculus.) Three hours lect., three hours lab. Mr. Cooney, Mr. Gould

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and magnetism are examined and developed to the point where understandings of the electrical structure of matter and the electromagnetic nature of light are gained. The theory of relativity is explored and its implications for mechanics and electromagnetism noted. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission.) Three hours lect., three hours lab. Mr. Wolfson, Mr. Gould

PH 145 Electronics for the Intimidated Spring

This self-contained introduction to electricity and electronics is intended for non-science majors who are mystified by electronics and want not to be. As such, it is *not* open to majors in the natural sciences. Using only high school algebra and simple trigonometry, the students will study the behavior of DC and AC electrical circuits. Next, the manner in which solid state diodes and transistors are used to control and modify electrical signals will be considered. This, in turn, will lead to an examination of common circuit configurations such as power supplies, amplifiers, oscillators, and radio detector circuits. The course will conclude with an overview of the manner in which these "building blocks" are used in complete electronic systems such as TV's, radios, and hifi's. The labs will involve the construction and testing of these important "building block" circuits. Three hours lect., two hours lab. Mr. Cooney

PH 155 An Introduction to the Universe Fall

This course is designed to introduce the science of astronomy to students who do not intend to major in the physical sciences. There are three primary goals: (1) To give some insight into how scientists come to understand nature through the interplay of theoretical models, laboratory experiments and observations. (2) To examine some of the recent discoveries of astronomy and astrophysics, e.g. quasars, pulsars, black holes. (3) To provide some appre-

ciation for the sky as part of our natural environment and cultural heritage. The course focuses attention on several important topics, including how stars live, evolve, and die, the origin of the solar system, and the structure of our Galaxy. Through a sequence of steps we move from the familiar and accessible to the enormous distances and times necessary to consider the past and future of the entire Universe. Laboratory work includes use of the College Observatory. (No prerequisites.) Three hours lect., three hours lab. Mr. Winkler

PH 210 Introductory Quantum Physics Fall

The course opens with an examination of the early evidence for and theories of the quantized behavior of microscopic systems, including the kinetic theory of matter and the first observation of the discrete nature of charge, mass, and energy. Next, the wave mechanics is introduced and the implications of this theory, such as the uncertainty principle, are discussed. The course concludes with an overview of the wide range of applications of this theory to atoms, molecules, atomic nuclei, solids, and elementary particles. (PH 110, corequisite MA 201.) Three hours lect. and three hours lab. Mr. Cooney

PH 212 Methods of Theoretical Physics Spring

This course concentrates on the methods of applied mathematics and the special functions that are commonly used in theoretical physics. Topics include differential vector calculus and orthonormal function sets used with the partial differential equations of physics. Emphasis will be given to physical applications of the mathematics. This course is a prerequisite for all 300 and 400 level physics courses. (MA 201, PH 110.) Mr. Winkler

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuit operational amplifiers are considered in detail. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. PH 221 has a sequel in PH 222, which emphasizes digital electronics, microcomputer applications, and advanced signal processing techniques. These two electronics courses are offered in alternate years. (PH 110 or permission.) Three hours lect., three hours lab. Mr. Wolfson

[PH 222 Electronics II] Offered in Fall 1978.

PH 232 Heat and Thermodynamics Spring

The fundamental laws of thermodynamics are represented from a macroscopic (phenomenological) and microscopic (statistical) point of view. Applications are made to gaseous, liquid and solid systems. Heat transfer by conduction, convection and radiation is also presented. (PH 109.) Mr. Gould

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the physics of the Galaxy and the universe as determined through observations at radio, infrared, optical, ultraviolet, and X-ray wavelengths. Topics include the structure and evolution of stars, pulsars, neutron stars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. (Prerequisite: PH 109 or permission. This course is not normally open to students who have completed PH 155.) Three hours lect.; lab. to be arranged. Mr. Winkler

PH 301 Electromagnetic Fields Fall

A study of the properties of electric and magnetic fields in empty space and in matter, leading to the unified and concise description of all electromagnetic phenomena by Maxwell's equations. Topics include electrostatics, magnetostatics, dielectric and magnetic materials, scalar and vector potentials, and electromagnetic induction. Emphasis is on local, differential relationships. Applications are made to problems of current interest in physics and other sciences. (PH 212.) Three hours lect. Mr. Gould

PH 302 Electromagnetic Waves Spring

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for

an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves. (PH 301.) Three hours lect. one lab./problem session. Mr. Gould

[PH 303 Intermediate Mechanics]

PH 401 Introduction to Quantum Mechanics Fall

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 210, PH 212.) Seminar—three hours. Mr. Wolfson

PH 402 Topics in Modern Physics Spring

In-depth study of two or three topics of current interests in physics. (Permission. PH 212.) Seminar. Staff

PH 500 Research and Special Topics Fall, Spring

(Permission.) Staff

PH 705 Independent Study and General Examination Fall, Winter, Spring

Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in February. (Three credits total.) Staff

*Foundations course

See also Division of Natural Sciences.

See also Program in Environmental Studies.

POLITICAL SCIENCE

Political Science defines, describes, explains, and evaluates political phenomena. It does so with a number of disciplines or habits including science, philosophy, history, and prudence. Following a first course in which historically important philosophic definitions of and judgments about the subject are examined, the curriculum continues with a number of courses which introduce the study of particular sub-fields of the subject. Intermediate level courses are offered in the major areas of the subject, and the department offers a methods course useful to students of the sub-fields. The senior program involves intensive seminar work. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the major in Political Science: A total of ten Political Science courses, including: (1) PS 101 or PS 107, (2) completion of the Senior Program, and (3) two courses in each of three of the following fields: American Political Institutions, International Politics and Foreign Policy, Comparative Politics, and Political Theory. All fall and spring Political Science courses, including PS 101 and 107, Seminars, Independent Study, and Honors, count toward satisfaction of the field distribution requirement.

Senior Program: The Senior Program consists of two Seminars of the major's choice. Each Seminar includes advance work appropriate to the field in which the Seminar is offered. The Seminars are the 400 level courses below. Before taking PS 404, 405, or 406 students are advised to take PS 331. The Seminars may be taken after the major has begun the Junior year, but the two Seminars must be taken during different terms.

Departmental Honors: Students who elect to seek Departmental Honors write a thesis in the Senior year. The thesis normally begins either as a Senior Seminar paper or as an Independent Study Project (PS 500). An Honors Thesis proposal must be submitted for approval to the Department prior to the term in which the thesis is to be written. If the proposal is approved, the

student may register for PS 700. After an oral examination on the completed thesis Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the Department. Students may substitute the Honors thesis for one of the Senior Seminars.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect Independent Study Projects (PS 500). These projects are prepared under the supervision of a member or members of the Department. A 500 Project may be substituted for one Senior Seminar with the approval of the Department, to which a written proposal outlining the Project should be submitted prior to the term in which the Project is to be done.

[PS 101 Introduction to Political Science] Offered in 1978-1979.

[PS 102 The American Political Regime] Offered in 1978-1979.

PS 103 Introduction to Comparative Politics Spring

This course provides an introduction to: (1) political and social life in Britain, France, Germany and the Soviet Union; (2) the political theories and ideologies of democratic and authoritarian systems; and (3) the basic concepts and methods of comparative political analysis. Mr. Keeler

PS 104 Introduction to American Political Processes Fall

An examination of contemporary politics and policy-making in American national government. The course includes a consideration of parties and electoral behavior, Congress, the Presidency, interest groups, bureaucracy, and the courts. Attention is given to areas of both domestic and foreign policy-making, with emphasis on the American experience in the last two decades. Mr. Fiorino

***PS 107 Politics and the Studies of Politics** Fall

The course has two aims, first, to consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The second aim is to study types of the consideration of politics, beginning with the politician's own outlook or understanding of what he is doing, as reflected in speeches, and continuing with various academic treatments of the subject, namely philosophy, history, and science. For example, we will pay attention both to the content or substance of Aristotle's view of politics and to the manner in which he casts his reflections on the activity. Readings from Plato, Artistotle, Thomas Hobbes, Edmund Burke, Karl Marx, and Karl Deutsch. Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 203 American Politics and Legislation Fall

The American political process; the theory and practice of politics; the functions and activities of political parties and interest groups and their role in the initiation and control of governmental policies including a consideration of crucial political issues and practical politics. (PS 102 or 104.) Mr. Thurber

PS 204 American Politics and Legislation Spring

The formal and informal aspects of legislative organization and procedure; a study of political power as found in the legislative process and in the activities of the power groups in American society. Closely related to current legislative proceedings. (PS 102 or 104.) Mr. Thurber

PS 301 State and Local Government Spring

Institution, structure, and political process at the state and local level. Contemporary issues and problems facing state and local government in the American political system. (PS 102 or 104.) Mr. Thurber

PS 303 Introduction to Public Administration Spring

This course is an examination of bureaucracy and public administration in the United States, with primary emphasis on the federal government. We begin with the abstract characteristics of bureaucracy, the development and organization of the federal bureaucracy,

and the political environment of administration. We then turn to the central internal processes of bureaucracy — coordination and control, recruitment and personnel, communication of information and advice, budgeting, and planning and evaluation. This is followed by a study of the problems involved in the implementation of bureaucratic policies. We conclude with a consideration of bureaucratic "pathologies" and proposals for reform. Mr. Fiorino

[PS 305 American Constitutional Law: Principles and Structure] Offered in 1978-1979.

[PS 306 Constitutional Law: Individual Rights]

PS 307 The American Presidency Fall

Powers, purpose, and functioning of the Presidency in the American political system. (PS 102 or 104.) Mr. Thurber

PS 315 The Judicial Process Spring

This course is an examination of the judicial process in the United States, with emphasis on the federal judiciary. Topics considered in the course include perceptions of law and the judicial process, approaches to the study of public law, the organization and functioning of the judiciary, issues in judicial administration and judicial reform, the role of the courts in the formulation of public policy, and the courts as a part of the political process. Mr. Fiorino

[PS 402 Seminar on American Constitutional Law]

PS 411 Seminar in Public Administration — Regulatory Agencies Fall

Federal regulatory agencies are frequently criticized for their inefficiency and rigidity, and for being overly responsive to the economic interests they regulate. This seminar begins with a critical survey of the literature on the politics of regulation and the various explanations that have been offered for the failings of regulatory agencies. We then consider the applicability of several theories on organizations and decision-making in an attempt at refining and improving, or rejecting, existing explanations of agency behavior. Of particular value in our analysis will be the literature on organizations and their environments, organizational change and adaptation, and what Herbert Simon has called the fact and value premises of decision making. (PS 303 or permission.) Mr. Fiorino

COMPARATIVE POLITICS

[PS 210 The Politics of Development] Offered in 1978-1979.

PS 225 Comparative Politics of Contemporary Western Europe Fall

A comparative examination of political structures and processes in post-war Western Europe, with emphasis on the four principal polities: France, West Germany, Great Britain, and Italy. Topics to the treated include: (1) the historical origin of the basic European political cleavages; (2) continuity and change in the structure of party systems; (3) pros and cons of particular forms of governmental institutions and the prospects for institutional reform; and (4) dynamics of policy formation and implementation. Throughout the course attempts will be made to answer two basic questions: (1) what is the capacity of various forms of liberal democracy to respond to the social, economic, and political challenges of the 1970's; and (2) what political lessons can Americans derive from the European experience? Mr. Keeler

PS 319 East Asian Political Systems Fall

This course is designed to introduce the student to the political systems of the People's Republic of China and Japan, concentrating on the post-1945 period. We will specifically address questions about the basic nature of these political systems, the courses of their political development, the nature of their leadership, the character of their political cultures, the functions performed by varied political structures, the processes of policy formation and implementation, the techniques of social mobilization, the role of the military, the operation of the bureaucracy. Mr. Wheeler

PS 326 Comparative Foreign Policy Spring

This course examines the basic elements of foreign policy as well as the policy-making processes for several countries. The basic elements are geography, natural resources, population, the military and industrial establishments, and ideology. The foreign policy-making process includes the roles of governmental (e.g., executive and legislative) and non-governmental (e.g., political parties, interest groups, etc.) agencies. Finally, the basic trends and diplomatic practices in foreign policy are examined. Examples of countries studied include Britain, France, West Germany, the Soviet Union, the People's Republic of China, Japan, and India. Mr. Wheeler

PS 404 Seminar in Comparative Politics Spring

Mr. Keeler

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, inter-nation behavior, the nature of the international system, and possible causes of international conflict. Mr. Leng

[PS 202 Contemporary International Politics] Offered in 1978-1979.

PS 302 International Conflict Resolution Spring

An investigation of international law, international organization, diplomacy, and the findings of peace research as approaches to the resolution of conflicts among nations. Students are assigned position papers and participate in debates on the utility of different approaches considered in the course. (PS 201 is helpful, but not required.) Mr. Leng

PS 311 American Foreign Policy Fall

An examination of the foundations and dynamics of American foreign policy, concentrating on the post-1945 period. This will include the decision-making and policy implementation processes; the roles of the President, the Department of State, the Congress, the military establishment, and public opinion; basic determinants of American foreign policy; and contemporary issues, such as the U.S. and the Sino-Soviet relationship, the changing U.S. role in maintaining world order, U.S. allied relations, and economic and military aid as policy instruments. Mr. Keeler

PS 405 Seminar on the Causes of War Fall

The course involves a theoretical examination of the causes of war, drawing on several disciplines, including biology, anthropology, social psychology, economics and history, as well as political science. It is also intended to familiarize students with the actual incidence of war in history, expecially since 1815. Lastly, the course combines the theoretical work and the knowledge gained about the incidence of war to examine contemporary research on the causes, conduct, and consequences of war. (Permission.) Mr. Wheeler

PS 408 United States/Soviet Union Relations in the 1970s Spring

A seminar surveying U.S.-Soviet relations from World War II to the current detente, the attention of the seminar will be focused on current and prospective areas of tension and/or cooperation between the U.S. and the U.S.S.R., such as Strategic Arms Limitation, European Security, Mutual and Balanced Force Reduction in Europe, and Trade. A major research project will be required. (Permission.) Mr. Robison

PS 412 Seminar on Diplomacy Fall

The course provides an overview of the development of modern diplomacy, the problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter-nation bargaining. The course begins with a substantive examination of the development of modern diplomacy as seen in the key peace treaties from Westphalia to Potsdam. This is followed by consideration of some selected empirical studies of diplomacy and inter-nation bargaining in the contemporary era. The last part of the course is devoted to a case study of one of the most complex diplomatic problems in today's world: the Arab-Israeli dispute. (PS 201 is recommended.) Mr. Leng

POLITICAL THEORY

PS 317 Political Philosophy: The Classical Tradition Fall

Consideration of Aristotle's political science ("the fully conscious form of the common sense understanding of political things") as set forth in his *Politics* and *Ethics,* and of subsequent writers who, in method and/or substance, continue, modify, or reject Aristotle's political science. Other writers include Thomas Aquinas, Thomas Hobbes, Edmund Burke, Leo Strauss, and Michael Oakeshott. Mr. Nelson

PS 318 Political Philosophy: Modernity Spring

The most general characterization of modern political philosophy is that it breaks with ancient and medieval thought by its "realism," or by its rejection of virtue as the end of political life and its replacement of virtue by phenomena like natural rights, freedom, power and commerce. Writers include Hobbes, Rousseau, Burke, Hegel, Marx, and Nietzsche.
Mr. Nelson

PS 331 Theory and Method of Political Analysis Spring

Two major questions are considered in this course: (1) What is the relationship between scientific inquiry and the study of politics? and (2) What are the major approaches and methods now used in the study of political phenomena? The course includes periodic analytical exercises designed to help the student develop critical sophistication; that is, the ability to recognize and produce a well-formed argument, a sound inference, an elegant proof, a plausible explanation, and a persuasive proposal of remedial action. Mr. Wheeler

[PS 333 Twentieth Century Political Thought]

[PS 401 Seminar on Representative Government]

PS 409 Seminar in Political Philosophy Spring

Consideration of a text of political philosophy, or of a school, or of a problem. The Seminar in Spring 1978 will be about (1) Hobbes's *De Cive,* or (2) some classics on the modern commercial regimes (Adam Smith's *Wealth of Nations,* Alexis de Tocqueville's *Democracy in America,* and Karl Marx's *Capital),* or (3) Twentieth Century Political Thought, or (4) Political Speech. The topic will be chosen after discussion with students at registration. (Permission.)
Mr. Nelson

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors

(Permission.) Staff

*Foundations Course

See also Division of Social Sciences.

PSYCHOLOGY

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human subjects or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Students generally choose to complete as much as possible of their formal course work toward the major by the end of the junior year so that their work in psychology as seniors can be devoted to independent reading and study, and possibly to individual research leading to Departmental Honors.

Major in Psychology: Required for a major: PY 105, PY 201, PY 202, PY 207, PY 301, and at least four additional fall or spring term courses in psychology; Qualification in Psychology; the Senior Course in Psychology (PY 705); and completion of cognate requirements: two one-term courses, chosen in light of the student's interest and with the consent of the Psychology Department, from among the courses offered in Biology, Chemistry, Mathematics, and/or Physics.

Joint Major in Biology and Psychology: Required for a major: Biology BI 110, BI 314, BI 316 and three electives in Biology; Psychology PY 105, PY 201, PY 202, PY 207, PY 301, PY 705; three electives chosen with advisers' approval from the courses in Chemistry, Mathematics, Physics, or Economics EC 210.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

Qualification in Psychology must ordinarily be accomplished by the end of the student's sophomore year and is achieved by completion of Psychology PY 105 with a grade of at least C−, by completion of Psychology PY 201 with a grade of at least C−, and by completion of the extra-departmental cognate requirements stated above. A student who has not met Qualification by the end of sophomore year may be granted exception to the requirements on action of the Department in response to a written request.

Winter Programs: No winter programs in Psychology are required of either psychology majors or joint majors in biology and psychology. However, the winter program in Instrumentation for the Behavioral Sciences, given in alternate years, is highly recommended for those students who may want to conduct senior research leading to possible Honors in the major. Completion of this winter program may in some cases be deemed a prerequisite to approval of such an individual senior research program.

Senior Program: (PY 705 — Senior Course) This course involves two options: the General Examination or a Senior Paper. Preparation for the General Examination, given yearly in May, will involve independent reading by the student. The reading program must be approved by the student's adviser and progress will be evaluated by the department faculty throughout the term.

The Senior Paper may take the form of a report of a laboratory or field study or may be based entirely on library research. The project must be approved by the department faculty prior to registration.

Preparation for the General Examination or writing of the Senior Paper may be done as the equivalent of one course during the fall or winter or spring term of the senior year at the student's choice.

Students who seek to be graduated with *Departmental Honors in Psychology* must apply to the department before February 1 of the junior year. They will then register for Advanced Research (PY 500) during the spring term of junior year to delimit their problems and conduct any necessary pilot or feasibility studies for their research. Upon successful conclusion of such studies they will, if they choose, be admitted to Honors candidacy, and continue research during senior year. They may also, if they choose, devote the winter term of senior year to research. Upon successful completion of their project an Honors Examining Board will be convened to consider and make recommendation about the order of departmental Honors to be awarded upon their graduation. These orders include Honors, High Honors, and Highest Honors in Psychology.

***PY 105 Foundations of Psychological Thought** Fall, Spring

This course deals with a number of the concerns of continuing interest to psychologists whether they view themselves as basic scientists or as professionals. Starting from a consideration of the broad, global, and often intuitive, theories of men like William James, Freud, and May, the course moves toward the more empiricist, behavioral formulations of Mead, Festinger, and Skinner. Finally the implications of the quantitative formulations of test theory and psychophysics are considered. Staff

PY 201 Research and Communication Fall

This course deals with procedures of research in psychology and the behavioral sciences. It gives particular emphasis to the procedures involved in the statistical analysis of research results and the style of communicating them in writing. (PY 105 or permission.) Mr. Ewell

PY 202 Psychophysics Spring

This course follows upon the work of PY 201 and deals with the problems of classical psychophysics, psychophysical scaling, and signal detection. These areas are seen in the context of problems of vision and particularly of visual brightness. (PY 201.) 3 hrs lecture, lab. Mr. Ewell

PY 207 Conditioning and Learning Fall

This course introduces the laboratory experiments and the theories relating to the major phenomena of conditioning and learning. The work of such men as Pavlov and Skinner is considered in this context. The topics include classical conditioning as signal learning, discriminative control, operant training procedures, scheduling of reinforcement, and aversive control. These topics serve as the basis for an analysis of complex behavior and behavior modification techniques in natural settings. Laboratory work centers on operant training with the laboratory rat. (PY 105.) 3 hrs. lect., lab. Mr. Prouty

[PY 208 Memory and Conceptual Processes] Offered in 1978-1979.

PY 216 Drugs and Behavior Spring

An examination of the classes of drugs which affect central nervous system function and behavior with reference to their possible sites of action. Both the patterns of use of various drugs and the user characteristics will be investigated for alcohol, nicotine, stimulants and depressants, tranquilizers, hallucinogens, and opiates. (PY 105 or permission.) Mr. Woodruff

PY 225 Child Psychology Spring

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, the gene-behavior pathway, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (PY 105.) (This course will receive Teacher Education credit.) Staff

[PY 226 Psychology in Clinical and Educational Contexts] Offered in 1978-1979.

PY 227 Abnormal Psychology Spring

This course explores first the standard nosology of mental illness and then looks at the problem of abnormal behavior with an interest in the light that the several natural and social sciences can throw on its etiology. (PY 226 or permission.) Mr. Ewell

PY 301 Physiological Psychology Fall

The central focus is on the neurophysiological, neuroanatomical and endocrinological substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Woodruff

PY 303 Social Behavior Fall

An introduction to the basic concepts and theories of social psychology. Topics such as affiliation, persuasion, small group dynamics, and conflict will be discussed. (PY 105 or permission.) Mr. Brockner

PY 304 An Introduction to Personality Spring

Although some of the works of personality theorists will be considered (e.g., Maslow, Rogers), this course will largely consider the usefulness and limits of a "trait" approach to personality. Several major questions to be considered will include:

1. How does the behavior of people with different "personalities" differ?
2. Given that people behave so variably across situations, does it make sense to talk about personality at all?
3. When will an individual's personality be related to his behavior, and when will there be no such relationship?
4. When will personality traits serve as "moderator" variables for social psychological phenomena?

(PY 105 or permission.) Mr. Brockner

PY 309 Psychology and Religion Fall

The main topic to be addressed in this course consists of the question, "What function does religion play in the human personality?" A survey of the writings of several psychologists including William James, Freud, Jung, Maslow and Allport will be conducted in seeking to answer this question. In addition, readings will be taken from the works of several religious figures who have addressed themselves to this issue. 3 hr. seminar. (Some background in psychology or religion, or permission.) Limited to 20. Mr. Woodruff

PY 316 Research in Physiological Psychology Spring

The material covered in this course is an extension of that covered in PY 301. The reading material selected will provide an understanding of the essentials of neurology as it deals with the human brain and also go beyond the basics to encompass current theoretical topics of importance to the neurobiology of behavior. In addition to the reading and discussions, students are expected to do a research project in the area of brain-behavior relationships. The laboratory techniques acquired in PY 301 will be adequate for this, although the student is urged to refine these and to acquire additional techniques. 2 hr. discussion, Lab. to be arranged. (PY 301 or equivalent, *no* exceptions.) Mr. Woodruff

PY 411 Contemporary and Continuing Issues in Psychology Fall

This course will focus on the major conceptual frameworks that define contemporary psychology: Skinner's radical behaviorism, the humanistic psychology of Maslow and Jourard, Laing's existential-phenomenological approach, and the structuralism of Piaget. These will be examined for their present and future usefulness as paradigms. An attempt will be made to see psychology both as a science and as a human endeavor. (Permission. Permission will be liberally granted to Juniors and Seniors.) Mr. Prouty

PY 426 Personality and Psychotherapy Fall

This seminar course deals with the formulations of various psychoanalytic schools with respect to personality and the procedures of therapy. (PY 227 or permission.) Mr. Ewell

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 705 Senior Course Fall, Winter, Spring

Preparation for the General Examination or the writing of a Senior Paper. Preparation for the General Examination involves a program of supervised independent reading. The topic for the Senior Paper must be approved by the department prior to registration and a written proposal should be submitted to the department one week before the date of registration. Staff

*Foundations Course

See also Division of Social Sciences.

RELIGION

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods employed in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete ten courses. RE 110, either RE 201 or RE 202, either RE 209 or RE 211, either RE 204 or RE 220 and one of the following: PA 213, RE 301, RE 302; four 300 level courses and one or two additional courses. A cognate course may be included in the major but only with *specific* and *prior* permission. Each major will be advised to have one area of concentration within the department.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental honors. During the fall semester of senior year an honors candidate shall enroll in an RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental courses.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 110 Introduction to Western Religious Life and Thought** Spring

An introduction to religious life and thought among the ancient Hebrews, Greeks and Romans and the early Christians with readings in the writings of Aeschylus, Plato, the Old and New Testaments, the Stoics, the Epicureans, the Neo-Platonists and St. Augustine.

Mr. Rockefeller

RE 201 The Old Testament Fall

The history, literature, and faith of the Hebrew people from the Patriarchical age to the Maccabean revolt. Attention will be given to the methods of historico-literary criticism and the contribution of archeology to biblical history and interpretation. Mr. Scott

RE 202 The New Testament Spring

The history, literature, and faith of first century Christians as reflected in the New Testament. Attention will be given to various critical methods used in biblical scholarship.

Mr. Scott

RE 204 The Jewish and Christian Traditions Fall

A course designed as an introduction to the development of the Judaeo-Christian tradition. Attention will be given to the early conflicts between Jew and Christian, the formation of church structure (e.g., creeds and sacraments), the rise of anti-semitism, the divisions within Christianity and Judaism, and some adjustments these groups made to social and intellectual change in the nineteenth and twentieth centuries. Mr. Ferm

RE 209 The Hindu Religious Tradition Spring

A historical introduction to Hinduism. This course is primarily concerned with the classical Hindu formulations of man's plight and the paths to salvation open to him. The social background, ritual context, and the role of mythology in Indian religion will also be considered.

Mr. Groner

[RE 210 Religions of East Asia]

RE 211 Religions of China Fall

An historical survey of the interaction between Confucianism, Taoism, and Buddhism. The course will focus on three main themes: 1) the manner in which a foreign religion enters a society, interacts with native traditions, and gradually adapts to, and changes its new cultural environment; 2) the development and teachings of such major schools of Chinese Buddhism as T'ien-t'ai, Hua-yen, Ch'an, and Pure Land; 3) the innovations made by Confucianism and Taoism as they meet the Buddhist challenge. Mr. Groner

[PA 213 Philosophy of Religion]

RE 220 The Shaping of American Religious Life Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late nineteenth and twentieth centuries. Mr. Ferm

[RE 250 Philosophy and Theology in the Middle Ages]

STUDIES IN RELIGION

The following courses are limited in enrollment and are offered with prerequisites or by permission.

RE 301 Modern Views of God and Religious Life: the 19th Century Fall

Comparative studies in the writings of some of the more radical modern religious thinkers including Schleiermacher, Hegel, Feuerbach, Kierkegaard, Dostoevsky and Tolstoy with a primary emphasis on interpretations of the idea of God, the nature of religious experience, and what it means to be a religious person and to lead a religious life. Mr. Rockefeller

RE 302 Modern Views of God and Religious Life: the 20th Century Spring

Comparative studies in the writings of such figures as Martin Buber, John Dewey, Paul Tillich, Reinhold Niebuhr, and Walter Stace with an emphasis similar to that in RE 301. Mr. Rockefeller

RE 303 Theories of Religion Fall

An examination of modern phenomenological, sociological, and psychological theories of the origin and nature of religion involving readings in the works of Durkheim, Weber, Otto, Eliade, Fromm and others. Mr. Rockefeller

RE 305 Studies in the Philosophy of Religion: The Problem of Evil Fall

The central theme of this course is the possibility of theodicy, of reconciling the goodness of an omnipotent God with evil, with sorrow and pain, illness and death, poverty and oppression, ignorance and moral failure, and so forth. Classical theodicies of Augustine and Leibniz and the critiques of Hume and Kant will be studied and evaluated, along with more recent philosophical literature. Preliminary to the central theme, we shall inquire into the meaning of the terms "good" and "evil" and attempt to determine the conditions and circumstances which they denote. (Permission.) Mr. Nuovo

[RE 306 Puritanism and Revivalism in America]

RE 308 Seminar in American Religious History Spring

Topic for 1977-78: American religious life in the late 19th and early 20th centuries. Special attention will be given to urban and industrial change, the reaction to new intellectual issues (e.g., in the evolution controversy and in biblical criticism) and the effect of the Great Depression. (RE 220 or permission.) Mr. Ferm

RE 310 Seminar in Biblical Theology Spring

Topic for 1977-78: St. Paul's Letter to the Romans and the Gospel of John. A careful reading of the two most historically influential documents in the New Testament. Romans and

John will be examined in the light both of their importance in the first Christian century and from the standpoint of the theological turmoil of our own time. Mr. Scott

RE 311 Buddhist Philosophy Fall

A study of key Buddhist teachings as they develop through Early, Hinayana, Mahayana, and Esoteric Buddhism. Among the topics discussed will be no-self, causality, nirvana, and Buddhist ethics. Attention will also be given to the interpretations given these concepts in Buddhist countries today. While the course will primarily focus on the Indian traditions, Chinese and Japanese developments will also be considered. Mr. Groner

[RE 312 Zen Buddhism and Mysticism]

[RE 313 Buddhism and Social Change]

RE 314 Japanese Religion Spring

A study of Shinto and Japanese Buddhism and their roles in Japanese society and culture. This course concerns the arrival of Chinese Buddhism in Japan, its interaction with Shinto, and the development of Japanese forms of Buddhism such as Zen, Nichiren, and Pure Land. Attention will also be given to more recent developments including nationalistic Shinto and the new religions of Japan. Mr. Groner

RE 331 Interpretations of Christian Beliefs Fall

This course will study some of the classical and contemporary issues in Christian theology, such as the nature of God, the role of Christ, the doctrine of the trinity, the nature of man, the sacraments. During the semester each student will construct a theological statement to be criticized and defended. (Permission.) Mr. Ferm

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

RE 702 Senior Seminar Spring
Staff

The following cognate courses may be credited toward the requirements for the religion major.

HI 328 The Reformation Mr. Tillinghast

***HM 150 Foundations of the Western Intellectual Traditions: Antiquity to the Reformation**
Ms. Baker, Mr. Bates, Mr. Nuovo

HM 160 The Origins of Modern Thought: Science, Religion, Society (Offered in 1978-1979)

PY 309 Psychology and Religion Mr. Woodruff

SA 380 Anthropology of Religion Mr. McGough

*Foundations Course

See also Division of Humanities.

See also HI 418, Writing and Research in English Church History; HI 428, England 1530-1668: Protest and Rebellion in English Religious Thought.

RUSSIAN

The following courses taught in English by the Department of Russian are open to majors in other departments: RU 151, Russian Literature's Golden Age; RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy.

Formal admission to the major program is attained through satisfactory grades in RU 202 and RU 252 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses: RU 301, RU 302, RU 311, RU 321 and two courses chosen from the following: RU 312, RU 313, RU 314, RU 401, RU 402. Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman.

The *Senior program* will consist of a Senior Seminar taken during the senior year. Students with particularly strong records will be encouraged to prepare an Honors thesis under the supervision of a faculty member following or at the same time as the Senior seminar.

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: Economics, Geography, History, or Political Science. A joint or double major with one of these areas of study makes a particularly strong program.

Beginning with the fall semester of 1977 Middlebury will operate a semester-long program of intensive language study at the Pushkin Russian Language Institute in Moscow. Students anticipating applying for this program should begin planning their entire undergraduate program early. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with Mr. Jimenez, Director of Teacher Education, at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginner's Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory.

Mr. Beyer and Staff

RU 102 Beginner's Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory. Mr. Beyer and Staff

***RU 151 Russian Literature's Golden Age (1830-1880) (Pistols, Poets, Prisoners and Prostitutes) (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Puskin to Tolstoy and with the critical reaction to that literature. The basic method of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter into the magical world of manipulation, utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Mr. Beyer

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present) (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the

various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Beyer

RU 201 Intermediate Russian Fall
Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Mrs. Baker and Staff

RU 202 Intermediate Russian Spring
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory.
Mrs. Baker and Staff

RU 301 Russian Conversation and Composition Fall
Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.) Mrs. Baker

RU 302 Russian Conversation and Composition Spring
Continuation of development of oral and written fluency and correctness. Mrs. Baker

RU 311 Masterpieces of Russian Literature Fall
Reading in the original of selected works of 19th and 20th-century writers. Introduction to techniques and terminology of literary analysis. Classroom discussion and written assignments in Russian. (RU 202 or equivalent.) Mr. Davydov

RU 312 Masterpieces of Russian Literature Spring
Continuation of RU 311. (RU 311 or permission.) Mr. Davydov

[RU 313 Russian Masterpieces of the 20th Century]

RU 321 Soviet Man and His World Spring
Readings in both Russian and English on Russian and Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Mr. Beyer

RU 351 Dostoevsky Fall
Classroom discussion of the major novels of Russia's most misunderstood genius. Brief lectures will attempt to define for a Western reader the uniquely Russian experience of Dostoevsky. No knowledge of Russian is required. Mr. Bethea

RU 352 Tolstoy Spring
A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussion of Tolstoy's novels with background lectures on material not available to non-Russian scholars. No knowledge of Russian is required. Mr. Bethea

RU 401 Advanced Language Study Fall
Continued development of spoken and written skills, including stylistic analysis of various types of material. (RU 302 or equivalent.) Mr. Davydov

RU 402 Advanced Language Study Spring
Continued development of spoken and written skills, including stylistic analysis of various types of material. (RU 401 or equivalent.) Mr. Davydov

RU 500 Advanced Studies in Language and Literature Fall, Spring
Supervised individual study for highly qualified students; including Honors Thesis.
Staff

RU 704 Senior Seminar Fall or Spring

A consideration of selected works from Russian literature and intellectual history. Written reports and individual oral presentations in Russian. (Senior majors.)

Mr. Bethea, Mr. Davydov

*Foundations Course

See also Division of Foreign Languages: FL 201

SOCIOLOGY-ANTHROPOLOGY

Although a student has a major in Sociology-Anthropology, the student has a "specialization" in either Sociology or Anthropology. A specialization in Sociology consists of the following courses:

SA 103
SA 106 or SA 107
SA 105 or SA 305
SA 301
SA 700 (see Thesis, below)
plus a minimum of five other courses in Sociology or Anthropology

A specialization in Anthropology consists of the following courses:

SA 103
SA 104
SA 105 or SA 106 or SA 107
SA 302
SA 700 (see Thesis, below)
plus a minimum of five other courses in Sociology or Anthropology. Among these five there must be one anthropology area course and one anthropology topical course.

A Sociology-Anthropology major (with a specialization in Sociology or Anthropology) must have a minimum of ten fall and spring term courses (of which five are specifically required) and one winter term course (normally, this is the second thesis unit). A major may not take more than fourteen courses in the Department, nor may a student take more than three introductory courses for credit toward the major.

Ideally, majors should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for the thesis research and writing. If a major anticipates being away during the spring term of the junior year, the Research Process course should be taken during the sophomore year.

The Thesis (two course credits) is normally written during the fall and winter terms of the senior year. Variations from this pattern are possible only by permission of the Department.

Department Honors will be granted to those who do superior work on the senior thesis and course work in the Department.

Further details on departmental regulations and practices can be obtained from the secretary or departmental faculty members. All majors should have a copy of this and should be well acquainted with its contents.

There is an established Sociology-Psychology joint major. For the details on this joint major or for others that a student may be interested in establishing, consult the Chairmen of the respective departments.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-cultural Anthropology Fall

Ecology and socio-cultural evolution. The broad spectrum of worldwide socio-cultural variation will be analyzed by focusing on the technologies used to exploit particular environments, the consequent influences upon social organization and belief systems, and the

causes and courses of socio-cultural change. Case studies will be used to illustrate major categories of socio-cultural adaptation. Mr. McGough

SA 104 Selected Topics in Archaeology and Physical Anthropology Spring

Within an ecological-evolutionary perspective, we will examine a number of topics concerned with pre-historic man and cultures. Topics in Physical Anthropology will include 1) the emergence of the hominids, 2) the origin of speech, 3) the relevance of non-human primate studies for an understanding of man, and 4) current variation among man and the various factors that account for this. Topics in Archaeology will include site discovery, dating procedures and archaeological inference. Mr. Andrews

***SA 105 Social Man and Social Order: Issues in Freedom and Constraint** Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is man free to behave as he wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx (selections from Capital, Economic and Philosophical Manuscripts of 1844, The German Ideology), Max Weber (The Protestant Ethic and the Spirit of Capitalism) and Emile Durkheim (The Rules of Sociological Method and Suicide). Their ideas will be applied to selected, contemporary social problems (e.g. worker alienation, juvenile delinquency, bureaucracy). Mr. Haerle

SA 106 Introduction to Sociology: Social Inequality Spring

An introduction to the sociological perspective through an analysis of social inequality in contemporary American society and in other settings. The concepts of social class and class conflict will be approached through the works of Karl Marx, Max Weber, C. Wright Mills and others as well as through particular historical analyses. The impact of class position on access to social services (health, education), employment, self-image, and relationship to individuals of other social classes. The reading will include both theoretical and descriptive works. Ms. Nelson

SA 107 Contemporary American Society Spring

Introduces the student to basic sociological concepts and perspectives. A variety of theoretical approaches to an understanding of contemporary American society will be explored. Mr. Pandiani

THEORY AND METHOD

SA 301 The Research Process-Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and data collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis proposal. Strongly recommended for juniors. (SA 105 or SA 106 or SA 107 or permission.) Mr. Haerle

SA 302 The Research Process-Anthropology Spring

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis prospectus is the final product of this course. (SA 103 or permission.) Mr. Andrews, Mr. McGough

[SA 305 Sociological Theory]

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 250 Economic Anthropology Spring

An examination of the economic systems of various types of societies, the use of economic theories and concepts within anthropology, and the relevance of anthropological data

for those economic theories and concepts. Are the models of "orthodox" economics universally valid and applicable, or is it necessary to develop new models to analyze the societies studied by anthropologists? Mr. McGough

[SA 315 Sociology of Education]

SA 316 The Sociology of Youth Spring

In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "strum and drang." The problems to which this course addresses itself spring from a set of historical, demographic, biological, cultural, economic and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following types of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overarching concern with ethnic and class differentiations. Various proposals and solutions to the problems of youth will be considered and evaluated. (SA 105 or SA 106 or SA 107 or permission.) Mr. Haerle

[SA 345 Work, Leisure and Sport]

SA 354 Ethnic Groups in the United States Fall

This course will focus on the various ethnic groups that are found in the United States. Particular attention will be paid to 1) the relationship between ethnicity and personal identity, 2) the relationship between the various ethnic groups and the larger American society and culture, and 3) the implication of ethnic studies for theories of acculturation and culture change. Some of the major ethnic groups considered are Latin Americans, Japanese, American Indians, Jews and the various European nationality groups. (SA 103 or SA 105 or SA 106 or SA 107 or permission.) Mr. Andrews

[SA 380 The Anthropology of Religion]

SA 385 Medical Sociology Fall

An introduction to the social organization of modern medical institutions such as hospitals, clinics and rehabilitation agencies. Problems of communication and role relationships among professionals and between patients and medical personnel. The impact of structures and role relationships on the quality and quantity of medical care and on the use of resources will be examined. Analysis of the sick role and the impact of illness. An exploration of man's social activities — economic, residential, familial — in relation to his health. (SA 105 or SA 106 or SA 107 or permission.) Ms. Nelson

SA 387 Sociology of Law Spring

Theoretical perspectives developed in SA 388 will be applied to the structures and processes of law and law enforcement. (SA 388 — prerequisite will not be waived.) Mr. Pandiani

SA 390 The Sociology of Women Fall

The social history of American Women from early Colonial times to the present. A consideration of women's place in American society, how society looked at them, the restraints upon women's activities and development, the way these restraints were embodied in social norms and laws, and the changes following urbanization and industrialization. Particular groups of women (e.g., "mill girls," slave women) will be examined in light of general themes such as employment, education, the family and sexuality. Ms. Nelson

SA 391 Advanced Topics in the Sociology of Women Spring

This course will begin with an in-depth examination of feminist theories both old (e.g., Gilman, Wollstonecraft, Fuller) and new (e.g., de Beauvoir, Mitchell, Rowbotham). We will then try to apply these ideas to selected topics in the role of women in contemporary American society: women and law, employment, education and the family. (The final selection of topics is open to negotiation.) This course assumes a familiarity with the history of women in the United States. (SA 390.) Ms. Nelson

AREA STUDIES

[SA 222 Native Peoples of South America]

SA 326 Latin American Culture and Society Spring

An examination of the features that characterize the Latin American cultural area as seen from the anthropological perspective. Although historical data will be considered, the main emphasis is on contemporary Latin America. Particular attention will be paid to urbanization, sub-cultures, social stratification and value orientations. Mr. Andrews

SA 335 Chinese Society and Culture Fall

This course will be a survey of the principle institutions and ideas which form the background to late imperial and modern Chinese history. It will deal primarily with Chinese families, local communities and social classes, emphasizing the interaction of social, economic and political factors through and after the revolution. Attention will also be paid to the major types of interpretation of Chinese society current in the West and in China. Mr. McGough

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 245 Applied Anthropology Fall

The main focus of this course is the application of anthropological perspectives, concepts and techniques to the resolution of various socio-cultural problems. This will be done by considering several frameworks for the description and analysis of culture change and then by examining a number of case studies in such areas as agriculture, health, community development and organizational structures. Most of the case studies will be drawn from a non-Euro-American context. Mr. Andrews

[SA 246 Technology and Social Change]

SA 343 American Community Studies Fall

An examination of selected communities and subcommunities within the framework of the folk-urban continuum. Consideration of various theories of community formation and development and the factors which contribute to the final form of community organization. The influence of such forces as industrialization, social class, ethnicity, and cultural values will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. (SA 105 or SA 106 or SA 107 or permission.) Mr. Haerle

SA 351 Psychological Anthropology Spring

Which psychological theories and concepts are pan-human and which are culture-bound? A survey of the major anthropological approaches to things broadly "psychological" will deal, in part, with the relationships between socio-cultural systems and the following topics: cognition, perception, interpersonal and intergroup relations, attitudes, values, socialization, psychopathology, deviance, choice and strategy and personality. (SA 103 or permission.) Mr. McGough

SA 352 Social Psychology Fall

A consideration of the interrelationships of the individual and various social forms with special attention to the symbolic or communicative aspects of human behavior. The possibilities for understanding mental illness as a social process will be explored. (SA 103 or SA 105 or SA 106 or SA 107 or permission.) Mr. Pandiani

SA 388 Crime and Deviance Fall

A consideration of the social causes and consequences of crime and deviant behavior. Various forms of deviant behavior will be examined from a number of theoretical perspectives. Special attention will be given to reactions to rule violations and the consequences of these reactions. Mr. Pandiani

SA 495, 496 Seminar in Sociology-Anthropology SA 495 - Fall, SA 496 - Spring
Offered periodically to allow study of a specific area or topic in Sociology or Anthropology. (Limited to juniors and seniors.) Staff

SA 500 Advanced Individual Study Fall, Spring
Open to qualified students, by permission. Staff

SA 700 Senior Thesis Fall, Winter
Under the guidance of a faculty member, each senior major will carry out an independent research project, often based on original data. Data must be analyzed and presented in a written report. Due at the end of the Winter Term. Staff

*Foundations Course

See also Division of Social Sciences.

SPANISH AND ITALIAN

SPANISH

In its program of studies in Spanish the Department is committed to the twofold aim to developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the Department's offerings is the Middlebury Program for Juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses at the beginning and intermediate level. Non-majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. In the case of majors, it is the Department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Students who are interested in going to Madrid and who are also thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans.

The major consists of a minimum of eleven courses, including the following three required courses: 1) SI 301; 2) SI 302 or SI 303; and 3) SI 700. No more than two courses at the 100- or 200- level may be counted towards the major. Upon completing SI 700 (normally to be taken in the Fall Semester of the student's final year), the student may be nominated as an Honors Candidate and invited to participate in SI 705, the Seniors Honors Seminar. The Department will award Honors, High Honors and Highest Honors on the basis of the student's special project completed in SI 705 and his or her previous work in the Department.

Majors are encouraged to supplement their program by selecting, in consultation with the Department, courses from related areas outside their major. For graduation in Spanish, a student will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury, and study abroad.

SI 101 Intensive Beginning Spanish Winter, 1978
Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Classes meet daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to

the two approaches mentioned. The student's daily course commitment will extend from nine to twelve in the morning plus lunch, which will be taken at Spanish tables with the instructors. (Followed by SI 102.) Staff

SI 102 Continuing Spanish Spring

For students who have successfully completed SI 101 in the Winter Term, the course emphasizes the control of basic language skills which are then used in reading and discussing short works by modern Spanish and Spanish American authors. Staff

SI 201 Intermediate Spanish Fall, Spring

A course designed to consolidate the skills attained in SI 101-102 or its equivalent. The aim is to prepare students for advanced composition and conversation courses. Readings, discussions and compositions. Ms. Andreu, Ms. Cara Walker

SI 219 Writing in Spanish Fall, Spring

A middle course in composition for students seeking to perfect their command of written Spanish. The course will consist of weekly written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. (Regularly followed by SI 220.) Ms. Cara Walker

SI 220 Spanish Conversation Fall, Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines, film strips and other media. (Regularly followed by SI 300.) Ms. Andreu

SI 300 Modern Writers of the Spanish World: An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short critical essays will complement the reading and provide the student with practice in writing. Open to qualified freshmen and upperclassmen. (Followed by SI 301.) Ms. Andreu, Mr. Véguez

(SI 300, its equivalent, or permission of the instructor is a prerequisite for all 300 level courses.)

SI 301 The Hispanic Tradition in Literature: From the Middle Ages to the Golden Age Fall

An introduction to the masterworks of Spanish literature from its inception to the period of its greatest flowering in the 16th and 17th centuries. Readings will include the great medieval epic of the Cid; the traditional ballads or *romances;* representative selections from both the *Don Quijote* and its celebrated precursor, *La Celestina;* the works of the classical Spanish poets of the Renaissance and Baroque (Garcilaso, Fray Luis de León, San Juan de la Cruz, Lope de Vega and Góngora); the first picaresque novel, the *Lazarillo de Tormes;* and *Fuenteovejuna,* a play by Lope de Vega. Mr. Véguez

SI 302 The Hispanic Tradition in Literature: From the 18th Century to the Present Spring

A reading of representative major works of the period, including the poetry of Bécquer, Machado and García Lorca, and the prose and drama of such figures as Larra *(Artículos de costumbre),* Zorrilla *(Don Juan Tenorio),* Bécquer *(Rimas y leyendas),* Unamuno *(San Manuel Bueno, Mártir),* Valle-Inclán *(Sonata de ontoño),* García Lorca *(La casa de Bernarda Alba)* and Ortega y Gasset *(La rebelión de las Masas).* Ms. Andreu

[SI 315 El Arte de la Traduccion: Problemas y Soluciones]

[SI 320 Introduction to Spanish Culture and Civilization]

[SI 328 La Guerra Civil Española en la Literatura]

SI 330 Latin American Culture Fall

An attempt to understand contemporary Latin American culture in light of its ethnic, historical, and artistic background. This will be done through selected readings from newspapers and magazines as well as historical and literary sources, films, and other expressive forms such as the visual arts and music. Students will be expected to choose one area of specialization for a final paper and class presentation. Ms. Cara Walker

[SI 331 Folklore and Literature]

[SI 341 *Don Quijote* and the Birth of the Modern Novel (in English)]

[SI 401 Trayectorias de la narrativa española hasta Cervantes]

SI 402 Cervantes y el *Don Quijote* Spring

A detailed discussion and analysis of the "Quijote" with additional readings from major literary-culture sources and presentations of major critical interpretations from the seventeenth century to the present. (Juniors, seniors, or by permission.) Mr. Strolle

[SI 417 El cuento hispanoamericano: Realidad y fantasía]

SI 419 The Contemporary Spanish American Novel Spring

An analysis of the Spanish American novel of the last two decades. The many themes and innovations of writers such as Carpentier, Cortázar, García Márquez, Rulfo, and Vargas Llosa are explored in detail. Ms. Cara Walker

SI 425 Hispanic Poetry of the Twentieth Century Fall

A study of the major poets of Spain and Spanish America from the Generation of '98 and *Modernismo* through the Civil War period to the present: Machado, García Lorca, Guillén, Darío, Vallejo, Neruda and others. Emphasis will be given to the problems of critical interpretations which result from the relationship between ideas and poetic structures. Staff

[SI 431 La comedia española del Siglo de Oro]

[SI 435 Taller de Teatro]

SI 442 Seminar: The Nineteenth Century Spanish Novel Fall

An advanced literature course designed to give the student an introduction to the development of the Spanish novel in the nineteenth century against its social and economic background. The work will be based on the reading of a number of novels by major writers, such as Fernán Caballero, Valera, Galdós, Pardo Bazán and Clarín, plus key texts on nineteenth century Spanish society. Oral presentations and short critical essays will complement the reading and provide the students with opportunities to perfect their skills in literary analysis and critical writing. Ms. Andreu

SI 440 & SI 445 Seminars:

Seminars are offered in a wide range of topics, varying from year to year. They include the following: *La literatura de la España medieval; Hispanoamérica: época colonial; Romanticismo, realismo y naturalismo en España; El teatro moderno en España; La poesía hispanoamericana del siglo XX; La poesía de Pablo Neruda; Federico García Lorca; Readings in the History of the Spanish Language; The Structure of Modern Spanish.* The department encourages suggestions from students for other topics, and will attempt to arrange seminars for which there is sufficient interest. Plans must be made no later than the beginning of the preceding fall or spring term.

SI 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work.

SI 700 Senior Research Seminar Fall

For senior majors. Advanced readings in Hispanic literature and the history of Hispanic culture. Through the study of key texts in criticism and history, the course will seek to

provide a conceptual framework for the student's previous experience and course work in Spanish. Staff

SI 705 Senior Honors Seminar Spring

For candidates for Departmental Honors. Prerequisite: SI 700 and nomination by the Department. A broad topic of Hispanic studies will provide the framework and basic readings for this course. Topics will vary from year to year, and will deal with such themes as: (1) The Spanish Renaissance; (2) The Idea of America; (3) Romanticism and Revolution; (4) Heroes and Antiheroes; (5) *Modernismo* and the Generation of 1898.

The student will define a special project as a sub-topic of the general course theme, and will prepare, under the direction of a member of the Department, a paper of substantial length (30-40 pages). Each student will conduct a formal seminar on the subject to which his paper is directed. Not required for the major. Staff

***FL 251 Literature and Revolution** Fall

A comparative study of twentieth-century literature in which the main theme is political revolution. Works of significant literary value will describe revolutionary movements in various parts of the world from contrasting ideological perspectives. The weekly one hour lecture and two hours of discussion will explore the interrelationship between political didacticism and literary artistry. May be counted towards the major with instructor's permission.

Mr. Berninghausen, Mr. Véguez

ITALIAN

The Italian program offers a variety of courses in language, literature, culture, and civilization. These courses are specifically designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music, sociology, who are working toward a double or joint major.

The aim of the program is to develop in its students not only a working command of the language but involvement in the rich Italian contribution to literature, art, music and philosophy throughout the ages. The department recognizes that some students may wish to use Italian to pursue studies in a historical, sociological and/or political context. By also offering courses in translation, the department hopes to recognize the needs and interests of not only the Italian speaking students but of the College community at large. Italian majors may count courses in translation towards the major by participating in a weekly discussion group in Italian.

The Major: A total of not fewer than eleven courses beyond SI 151 and SI 152 is required including two courses chosen from SI 351, SI 352, SI 353, and also SI 750. The department requires that all majors participate in the Middlebury Italian School during the sophomore-junior summer and the Junior Year Program in Florence. The year in Florence is divided into two parts. The Fall Term is specifically prepared for Middlebury students with courses in Literature, Civilization, Language and Culture taught by Italian University professors. During the Italian academic year (which begins in November) four courses are required. At least two courses are selected by the student from the various departments at the University of Florence thus enabling double and joint majors to satisfy requirements in disciplines other than Language and Literature. The remaining courses, designed for Middlebury students and taught by Italian University professors, focus on Stylistics, Literature and Civilization. Requirements for Junior Year Abroad: successful completion of SI 252 and the Middlebury Italian School sophomore-junior summer.

SI 151 Intensive Beginning Italian Winter, 1978

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Filmstrips and taped dialogues create a culturally authentic environment in the classroom. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Miss Vaglio and Staff

SI 152 Intensive Beginning Italian Spring

For students who have successfully completed SI 151 in the Winter term, this course provides increased control and proficiency in the language through audio-visual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (SI 151 or equivalent.) Miss Vaglio and Staff

SI 251 Intermediate Italian Fall

Review of the structure and vocabulary of Italian through readings selected from contemporary Italian prose. Conversation, compositions, oral reports help to increase fluency and naturalness as well as prepare the groundwork for a more sophisticated use of language in spoken and written contexts. (SI 152 or equivalent.) Miss Vaglio and Staff

SI 252 Advanced Italian Spring

Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writings of major literary figures with a review of grammar and selected works of contemporary writers chosen to introduce the genres, themes and terms of literature. (SI 251 or equivalent.) Staff

***[SI 290 Dante: The Divine Comedy (in English)]**

[SI 291 Eros in Boccaccio's *Decameron* (in English)]

SI 292 From Medieval to Humanistic Thought in Italian Literature (in English) Fall

Selected readings from the works that led Europe into the modern era. Dante's *Inferno,* the first great medieval text will introduce this study of Italian humanist thought and letters. Works from the following authors will be studied: Petrarca, Boccaccio, Machiavelli, Castiglione, Ariosto and Tasso. Students will be encouraged to bring their knowledge and interests from other European literatures to bear on the discussions of the Italian experience.

Staff

(Prerequisite for all 300 level courses and higher is SI 252 or the equivalent.)

[SI 351 Philosophies of Life in the Turbulent Middle Ages]

[SI 352 Literature of the Renaissance]

[SI 353 Romantic and Early Modern Italian Literature]

SI 375 The Italian Film Spring

This course concentrates on the major contributions made by Italian to European film. A careful analysis of film scripts will demonstrate the technical and literary genius of Italian film. Among others, Fellini, Antonioni, Petri, Wert-Mueller, DeSica. Staff

SI 459 Modern Italian Fiction: The Role of the Individual in Italian Novels of the Twentieth Century Fall

An analysis of the role of the individual as it is viewed by four major Italian writers of this century: Pirandello, Svevo, Vittorini and Pavese, through a close reading and a detailed discussion of some of their novels. Four novels will be read in their entirety, together with selections from other works. The course will be conducted mainly through class discussions, but each author will be introduced by one or two formal lectures. Staff

SI 550 Independent Study

The department will consider requests by qualified juniors and seniors to engage in independent work.

SI 750 Senior Seminar Fall

For seniors with a major or minor in Italian. Advanced reading in Italian integrating texts and criticism that will provide a structure for previous studies and/or experience abroad.

Miss Vaglio and Staff

*Foundations Course

See also Division of Foreign Languages: FL 205, FL 251

TEACHER EDUCATION PROGRAM

The Teacher Education Program, which is not a major, offers students opportunities to study educational issues and to prepare themselves as elementary or secondary school teachers. Upon graduation, students who have completed one of the programs described below and who are judged capable of fulfilling a public school teacher's responsibilities are certified to teach in the State of Vermont, whose certificate is recognized by the following states:

California	Maryland	Pennsylvania
Connecticut	Massachusetts	Rhode Island
Delaware	Michigan	South Dakota
Florida	Nebraska	Utah
Hawaii	New Hampshire	Virginia
Idaho	New Jersey	Washington
Indiana	New York	West Virginia
Kentucky	North Carolina	Wisconsin
Maine	Ohio	District of Columbia
	Oklahoma	

The "initial professional certificate," granted by the State of Vermont to graduates who have successfully completed the Teacher Education Program, is probationary in nature. At the end of the first year, if the holder is teaching in Vermont or is a legal resident of Vermont, (s)he may renew the certificate through the State Department of Education. The certificate will not be renewed by Vermont except in these cases. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the spring of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 credits) to their practice teaching and their study of teaching methods.

Students normally undertake the following studies toward certification:

For elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) One term course in the foundations of education (see description below).
3) An Internship, working with elementary students (See description below).
4) A one-term course on the methods and materials of teaching reading and mathematics at the elementary level (TE 305). This course should be taken in the term prior to practice teaching.
5) Problems and Methods of Education-Elementary (TE 404) and Practice Teaching-Elementary (TE 405-406-407). (See description below.)

For secondary certification (7-12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools. The following majors do *not* coincide with subjects taught widely in public secondary schools; students who intend to major in these areas and to seek secondary certification should speak with Director of Teacher Education as early as possible in their college careers: Anthropology; Art History; Economics; Geography; Greek; Philosophy; Psychology; Religion; Sociology.
2) A one-term course in the foundations of education (See description below).
3) An Internship, working with secondary students (See description below).
4) Problems and Methods of Education-Secondary (TE 414) and Practice Teaching-Secondary (TE 415-416-417). (See description below.)

The Internship Requirement: (Freshmen, Sophomores, and Juniors)

1) may, but need not, be done in the Winter, and may, but need not, be done for academic credit. It must, however, be the equivalent of a Winter Term project in time and commitment, between 75 and 100 hours of work.

2) may, but need not, be done in an academic setting. In whatever setting it is done, it must be analogous to academic teaching in these respects:
   a) it must be part of an organized, supervised program;
   b) the intern must state in advance precisely what his or her goals are for the children he or she will work with;
   c) the intern must work with children in groups and the children must be roughly of the age level at which the Intern eventually intends to do practice teaching;
   d) there must be provision for feedback from the children;
   e) the intern must evaluate the progress of the children, and be evaluated by an onsite supervisor.
3) must be done while one is in college.

The Foundations of Education Course Requirement: (Freshmen, Sophomores, and Juniors) can be fulfilled by any of the following courses:

TE 215 The Immature Human Being: A Study of Childhood and Adolescence Fall

Childhood was not recognized as a distinct state of mind until modern times, and adolescence was not so recognized until the Twentieth Century. Some teachers still do not adequately recognize them. The purpose of the course is to help prospective teachers intellectually to distinguish and pedagogically to deal with the developmental stages of school-age people. The course will explore non-adult modes of human knowing and feeling with the help of such authors as Freud, Erikson, and Piaget. Particular attention will be paid throughout to the implications of theory for pedagogy. Mr. Jimenez

PY 225 Child Psychology Spring
(PY 105.) Mr. Prouty

[PY 226 Psychology in Clinical and Educational Contexts] Offered in 1978-79.

[SA 315 Sociology of Education]

Students are reminded that the foundations of education requirement can also be met by taking an appropriate Winter Term course, or by an appropriate 500 project approved by a member of an academic department and/or by the Director of Teacher Education.

The Reading and Mathematics Requirement: (Elementary only)

TE 305 Methods of Teaching Elementary Reading and Mathematics Fall, Spring

This course offers students an introductory experience in curriculum theory and design. Great emphasis is placed on the creation, use, and evaluation of methods and materials in the areas of language arts and mathematics on the elementary school level. Emphasis is also placed on applying the methodologies learned to other areas of the elementary school curriculum. Aside from the three hours of weekly seminar, students are expected to spend two to three hours per week observing and working in pre-school and elementary school programs in the Middlebury area. Students interested in practice teaching at the elementary level should take this course in the term immediately prior to that practice teaching. Mr. Nessen

The Problems and Methods and Practice Teaching Requirements: (Seniors; Juniors with special permission.)

Students interested in applying for Problems and Methods and for Practice Teaching should obtain the application forms from the Teacher Education Office. Applications are normally made near the middle of Spring Term for either term of the following school year. Students who will be abroad during the Spring Term prior to the desired time of Practice Teaching should contact the Teacher Education Office before their term abroad.

Students accepted for Practice Teaching should register for four courses in the same term, as follows:

	Problems & Methods	Practice Teaching
Elementary:	TE 404	TE 405-406-407
Secondary:	TE 414	TE 415-416-417

Descriptions of the above courses are as follows:

TE 404 Problems and Methods of Education—Elementary Fall, Spring

Lectures, discussion and readings pertinent to the general background, current trends, problems and methods of contemporary elementary education. Includes observation and teacher aide work at the local elementary schools. Taught concurrently with TE 405-406-407.

Staff

TE 405-406-407 Practice Teaching—Elementary (K-6) Fall, Spring

A triple course in which each student teaches every day at a single grade level in a local elementary school and gradually shares responsibility for the activities of the classroom. Master teachers and college Supervisors of Student Teaching meet regularly with each student teacher to plan and evaluate his or her teaching. All students meet with the Supervisor of Student Teaching in a weekly seminar to study issues in elementary school teaching in light of their observations and experiences in the local schools.

Staff

TE 414 Problems and Methods of Education—Secondary Fall, Spring

Particular attention will be given to the aims of secondary education, the design of a curriculum, organization of schools and classrooms, the nature of adolescents, and the importance of teaching methods. Each student will observe classes at the secondary level, write analytical papers, and design a teaching unit in the subject he intends to teach. Taught concurrently with TE 415-416-417.

Mr. Jimenez and Staff

TE 415-416-417 Practice Teaching—Secondary (7-12) Fall, Spring

A triple course in which, after observing classes, each student every day teaches three or four classes at local secondary schools and gradually shares most of the duties of the master teacher. Each student also participates in some of the co-curricular activities of the school and writes plans and evaluations of his or her teaching. Student teachers work under the close supervision of their master teachers and the Supervisors of Student Teaching. The principal purposes of this course are to help the student teachers develop criteria for evaluating their performances to test their theories of teaching and learning and their ideas about the curriculum, and under the guidance of experienced teachers to begin to develop their own styles of teaching.

Mrs. Thurber and Staff

See also Division of Social Sciences.

THEATRE

As a theatre major, a student will choose either the Acting/Directing or the Design/Production emphasis. All majors will elect the following courses, normally in their freshman or sophomore year:

TH 116-126 (Formerly 141-142) History of Drama as Theatre I and II

TH 214 (Formerly 245) Directing I

TH 221 (Formerly 250) Scene Design

In consultation with their advisers, all majors will elect a minimum of two Production Studios (TH 210, 219, 220, 229) and submit a proposal in their junior year for an independent project (TH 500). The Senior Program (TH 700) will be a two-term, advanced independent project, planned in consultation with the student's adviser. These eight courses constitute the core curriculum for the major in Theatre. In addition to this core program, students will elect the following courses in one area of emphasis:

Acting/Directing Emphasis

TH 102 (Formerly 146) Acting I

TH 202 Acting II or TH 224 (Formerly 346) Directing II

TH 326 (Formerly 326) Modern Drama

EL 321 Shakespeare

MU 140 Introduction to Dance

2 other terms of Dramatic Literature

Design/Production Emphasis

TH 213 (Formerly 249) Stages and Lighting Design

TH 326 (Formerly 326) Modern Drama

AR 101 Introduction to Art

EL 321 Shakespeare

AR 209 and 210 Introduction to Design

1 other term of Dramatic Literature

Certain cognate courses are *strongly recommended* as follows:

Acting/Directing

AR 101 Introduction to Art

MU 101 Introduction to Music

PA 233 Art and Philosophy

1 additional term of Dance

Design/Production

MU 101 Introduction to Music

2 other terms of studio art

1 other term of Art History

DEPARTMENTAL COURSES

TH 102 Acting I (Formerly TH 146) Fall and Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. (Freshmen and sophomores only/or permission.) Mr. Sprigg

TH 116 History of Drama as Theatre I (Formerly TH 141) Fall

Selected dramatic masterpieces from ancient Greece to the time of Shakespeare will be studied to discover how a play communicates to its audience under the conditions of its original performance. Attention will be given to the nature of the stage and staging conventions, the visual and aural experience suggested by the script, and the evolving relationship between text, stage, audience, and society. Staff

TH 126 History of Drama as Theatre II (Formerly TH 142) Spring

The study begun in TH 116 will be continued using selected dramatic masterpieces from the time of Moliere to the present. It is preferable but not necessary to have taken the previous course. Staff

TH 202 Acting II Spring

Emphasis is upon developing and expanding the skills introduced in *Acting I* using different styles of dramatic texts. Attention will be given to scene analysis, character portrayal,

and physical and vocal technique. Exercises and scenes will be used to explore the special problems of playing Chekhov, Brecht, Moliere, and Shakespeare. (TH 102 *and* permission.)
Mr. Sprigg

TH 213 Stages and Lighting Design (Formerly TH 249/252) Fall
This course starts with an examination of the theories underlying the shapes, features and major items of equipment of typical stages. For most of the term, the focus is on stage lighting theory and design practice, leading to the planning and preparation of the light plot for various stage forms.
Mr. Potter

TH 214 Directing I (Formerly TH 245) Fall
An approach to directing based on analysis of the play leading to development of a concept for production. During the first part of the course selected plays will be analyzed to determine performance area, characterizations, and action as related to the production concept. The second part of the course will deal with the directorial process from the time the play is cast to the first performance before an audience. Projects in analysis will lead to assignments in use of space and movement followed by direction of short scenes. (TH 102 or permission.) Mr. Sprigg

TH 221 Scene Design (Formerly TH 250) Spring
A series of readings, discussions, exercises and projects in which historical and contemporary methods of developing scenic schemes are examined in relation to the play, the theatre and the director's concept. Emphasis is on scenic forms and styles as expressive, interpretive elements in production planning. Previous experience in drawing not necessary. (TH 116 and TH 126, or permission.)
Mr. Potter

TH 224 Directing II (Formerly TH 346) Spring
An exploration of modern directorial approaches to interpreting contemporary and traditional drama. A major portion of the course involves intensive work on scenes from high comedy, farce, Shakespearean comedy and tragedy, and a recent avant garde play. These experiments will focus on the relationship of the production concept and the physical, spatial and vocal interpretation of each scene. (TH 214 *or* permission.) Mr. Sprigg

TH 316 American Drama (Formerly TH 327) Fall
A study of American drama viewed within the context of social and theatrical change. A few selected early plays are included, but primary emphasis is on important writers since Eugene O'Neill's innovations of the 20's. Critical reports, slides and recordings will be used as supplementary reference.
Staff

[TH 325 Costume Design (Formerly TH 251)]

TH 326 Modern Drama (Formerly TH 326) Spring
A study of representative playwrights whose ideas and dramatic form have shaped our contemporary drama. The playwrights vision of his play in performance as well as critical evaluations of his work will be examined.
Mr. Sprigg

TH 400 Special Topics Fall
A seminar or studio offering intensive study of a single subject in the area of dramatic literature or theatre.
Staff

TH 500 Intermediate Independent Project Fall and Spring
Majors in their Junior year should develop projects and submit proposal forms to project adviser at least two weeks prior to registration. Proposals will conform to *Handbook* "500" Course regulations and the department's *Guidelines for Student Participation.*

TH 700 Senior Project Fall and Spring
Senior majors should develop projects and submit proposals in spring of their junior year at least three weeks prior to registration. For essays or theoretical projects, register for Fall and Winter Terms. These will be due the third Friday in January. For production projects, register with reference to the production schedule (e.g. Fall/Winter or Winter/Spring). These will be developed as outlined in the department's *Guidelines for Student Participation.*
Staff

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing (Formerly TH 441) Fall

The cast, stage manager and assistant director work as individuals and as part of "company" interpreting the play. Initial meetings of the entire group are scheduled for study of the play. Intensive rehearsals for one or more individuals, rehearsals of the ensemble and performances complete the schedule. Appropriate written work may be required as a part of each participant's preparation.

Tryouts for the fall play are held in April or May. Tryouts for the spring and winter terms are held in November or December. Candidates for stage manager and assistant director should apply to the production director. (Permission required.) Mr. Sprigg

TH 219 Production Studio: Design/Production (Formerly TH 442) Fall

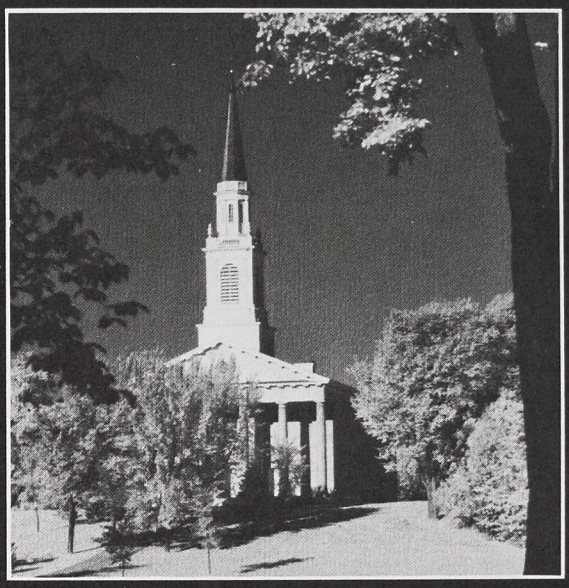
An overview of the production process, from planning to strike. Beginning students pursue their interests in two or more areas; more experienced students concentrate their efforts in one or two areas with more responsibility. May be re-elected for credit after one of these prerequisites is met: either, one design course (TH 213, 221, or 325) or, two extracurricular crews of record. (Permission required. Normally limited to freshmen and sophomores.) Mr. Potter

TH 220 Production Studio: Acting/Directing (Formerly TH 443) Spring
Staff

TH 229 Production Studio: Design/Production (Formerly TH 444) Spring
Mr. Potter

See also Division of Humanities.

SECTION III



GENERAL INFORMATION

The College

THE HISTORY OF MIDDLEBURY COLLEGE

Middlebury College was an indigenous product of 19th century democracy, financed from the thin purses of local citizens, and expressive of multi-form culture brought from southern New England. Greek and Latin were the core of the early curriculum. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it. Women were admitted in 1883. In 1909, Joseph Battell gave the College the land for the additional residences and facilities which a co-educational College required. The Middlebury College Language Schools of English, French, German, Italian, Russian, and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added, in 1970, Japanese. The Bread Loaf School of English and the Bread Loaf Writers' Conference at the College's mountain campus have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in Paris was inaugurated, followed by the Graduate School of Spanish in Madrid, German in Mainz and Italian in Florence.

EDUCATIONAL PURPOSE

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community. The College aims to prepare its 1800 students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political, and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his special field to his heritage, an understanding of the physical world in which he lives, and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination, and sensitivity, and to direct these human energies not only toward education as a continuing process of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy, and a belief that has been cherished and cultivated for 176 years at Middlebury.

LOCATION

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. The campus includes about 500 acres for buildings, athletic grounds, and Otter Creek shoreline, and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest.

Facilities

THE EGBERT STARR LIBRARY

The Library plays a central role in the academic life of the College by providing materials and services to support the teaching and research needs of students and faculty. Its collection which contains approximately 370,000 volumes is available in open stacks, seven days a week. The growing periodical collection includes current subscriptions to more than 1600 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, Dr. M. Allen Starr. The work of remodeling of the main building and adding new wings was completed in 1962.

The Music Library, located in Johnson Memorial Building containing monographs, recordings and scores, provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the Science Center.

Middlebury cooperates with other libraries through a teletype network and is a member of the New England Library Information Network (NELINET) a system devoted to computer-assisted bibliographic services.

The Abernethy Library, a special collection of American literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains over 10,000 volumes, chiefly in first edition, many of them rare, and about 1,000 manuscripts, mostly autographed letters of American authors. Especially strong are the materials relating to Thoreau, Emerson, and other Concord writers. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to all students, faculty, and qualified visitors.

A part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings, and original manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont, to Middlebury, and to Middlebury College, incunabula, and rare books and manuscripts in various subject fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballard Collection of over 9,500 New England items, including Child Ballads, ballads and folk songs of British and American origin, religious songs, fiddle-tunes and call-sets which have been recovered through oral transmission. There are about 4,400 mechanical recordings. The Flanders Collection also contains rare books, broadsides, chap-books, manuscripts, books on folklore as well as American and British regional collection and current folk song journals.

COMPUTER FACILITY

The College provides open access computing to all students and faculty by means of a Digital PDP-11/45 computer, running the RSTS/E timesharing system. Terminals are available in the Voter Hall Computer Center during the academic year. Languages supported include BASIC-PLUS, FORTRAN IV, and MACRO-11 (the PDP-11 Assembly Language). There is limited graphics support, as well as a data link to a laboratory based PDP-11 in the Science Center. Although the hardware is relatively new, the concept of interactive computing integrated into the curriculum is not new for the College. As early as 1966 departments in the Social and Natural Sciences began making use of the computer in their courses with consoles on line to a

remote computer. Today it is used as a tool for statistical analysis, for simulation, and for processing of laboratory data. In many areas such as contemporary political and social analysis, the ability to analyze data of current interests has given a new excitement and relevance to course work. These courses are complemented by regularly offered introductory courses in computer programming and applications. For those students wishing more advanced work, Winter Term and Independent Study projects offer excellent opportunities.

BUILDINGS

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Placement Office, and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was completely remodeled in 1941 and turned over to administrative offices. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices, and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, little theatre, and other housing accommodations, and by the addition in 1977 by gift from Mrs. William H. Upson and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as a College Infirmary.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a large salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt.D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and named in honor of Mr. Dana, benefactor of the College, is a fine modern 270-place amphitheatre. Functioning as a part of the Sunderland Language Schools, but used by the whole College for concerts, lectures and other academic and cultural meetings.

The Deanery and the Faculty House. The acquisition and restoration of these two brick buildings adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus. The Faculty House provides housing accommodations for members of the faculty and staff.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three suites of two rooms and connecting lavatory, attractive reception rooms and offices for the

Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970), named after Stephen A. Freeman, Litt. D '66, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which brings together the academic, dining, and social programs of the College.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College, housing one hundred fifty-eight students.

Hadley Hall (1969), named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board and who traces back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804-05 through Peter Starr (member of the Board 1819-1860), Charles J. Starr (member of the Board 1855-1893), and M. Allen Starr (member of the Board 1898-1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970), named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn '71, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958-59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students, located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served in the Administration from 1946 to her retirement in 1970 — most of that time as Dean of Women.

Lang Hall (1971), named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead '64, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a new pipe organ. In the tower is a carillon of eleven bells which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969), named after the late Gertrude Cornish Milliken '01, Ed.D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, is a residence for one hundred-eleven students.

Munroe Hall (1941). Many of the departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The interior is modern while the exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Hospital (1925) is a fireproof brick building with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. In 1960 the building was completely renovated and a substantial wing was added. The Hospital has a 47 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and the College physician and others on call.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Dining Hall — Student Center. It contains student lounges and offices, a Bookstore, the College Radio Station, offices of the Chaplain, Director of Food Service, and other facilities. The large dining room, accommodating four hundred students by counter-buffet service, permits the entire freshman class, both men and women, to eat together during their first year in College.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity to generate steam for distribution to all main campus buildings. The Service Building has quarters for administrative and shop operations. The offices of Assistant Treasurer and Budget Director, Business Manager, and the departments of Personnel, Purchasing, and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" — Painter, Old Chapel, and Starr — and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Abernethy Library and other collections, is described on page 107.

Neil Starr Shelter (1963) is described on page 166.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with 63 library-type cubicles equipped with the latest devices for individual language study make this the finest Language Center in the country.

Voter Hall (1913), named after the late Perley C. Voter for many years Professor of Chemistry at the College. Voter Hall after extensive reconstruction in 1970 serves as a residence hall for fifty-eight students, with Data Processing and computation on ground level.

Warner Science Hall (1901) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College, and completely renovated in 1977. A modern green house has been added to the equipment for the courses in botany..

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1914, is occupied by the offices of the Directors of Admissions and Financial Aid.

Wright Memorial Theatre (1958), the drama and speech center, includes a 400-seat auditorium, a drama workshop, rehearsal rooms, debate rooms, classrooms and faculty offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

ATHLETIC FACILITIES

The World War II Memorial Field House (1949) is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. Accommodations in this building provide for large assemblies, dances, an indoor artificial ice rink, regulation and practice basketball courts, badminton, tennis, and volley ball courts, offices for members of the departments of Physical Education for men and for women, shower and locker rooms for men and women students, and other facilities.

Paris Fletcher Field House (1974). Immediately adjoining Memorial Field House, this building, providing an unbroken span of 42,250 square feet of playing and exercise space, is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural, and intercollegiate sports, including indoor track. The building contains one double and six single squash courts.

Beyond Paris Fletcher Field House is the **Middlebury College Golf Course,** a nine-hole course owned and operated by the College, currently being irrigated and expanded to eighteen holes. Ariund the perimeter was constructed in 1976 an John "Red" Kelly '31 Trail, lighted in the winter for 3.5 kilometers for night cross country skiing, and used at other times of the year for jogging and cross country running.

The Porter Athletic Field of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, practice fields, and bleachers. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used for soccer and lacrosse contests. The campus also has a large field area for women's field hockey and lacrosse. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, three Poma ski lifts, fourteen slalom and downhill trails and slopes, and three jumps. The 3200-foot Poma lift was the first installed by any college and the 55-meter Gignac Memorial Jump is the largest collegiate jump in the country. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities, and a library reading room. Its glass-walled main floor, balcony, and terrace afford a magnificent view of the lifts, slopes, and jumps. Cross country ski trails connect the Snow Bowl with the Bread Loaf Campus, where a 15-kilometer racing trail is maintained.

McCullough Gymnasium (1912) is of marble in colonial style and contains facilities for squash and handball, dance, and other indoor activities. Offices, lecture room, lounge, and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

EXPENSES

No precise statement can be made regarding the cost of a year at Middlebury. The College offers a limited amount of financial aid to students with demonstrated need. The Director of Financial Aid endeavors to assist undergraduates in finding remunerative work both on the campus and in town.

A fairly accurate estimate of a year's expenses may be made from the following list of standard changes for 1977-1978:

Comprehensive Fee	$5,750
Student Activities Fee	38
Sickness Insurance	37

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or taking their meals in college facilities will be $600 and $712, respectively for students living/eating in one of the six fraternities; and $525 and $675 respectively for those living/eating elsewhere. Travel, textbooks, clothing, social dues and assessments must also be considered in estimating a year's expenses.

The Comprehensive Fee for the year is billed in two installments, the first due September 1, and the second January 30. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, student loans, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills; as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $500. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $73 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a one-year accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $12 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $165 per semester when prior notice of such absence is given to and approved by the Dean of Students. A student who withdraws voluntarily from College after classes begin is refunded for board only at the $12 per week rate.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit ($100 for freshmen; $200 for upperclassmen) but may receive refunds for any additional amounts paid as follows:

1st week of term	80% of additional amounts paid
2nd	60%
3rd	40%
4th	20%
thereafter	Board only at the per week rate

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable.

To the extent any refund authorized represents in whole or in part the proceeds of a Guaranteed Student Loan, the student may authorize remittance by the College to the lender or holder of the loan of all or any portion of the refund. In this event the student will be given written notice of such disbursement made on his behalf out of the proceeds of the refund.

A fee of $100 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $100 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of one dollar is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identification Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

FINANCIAL AID

The goal of the Financial Aid Program at Middlebury College is to help those students with a demonstrated need who would otherwise not be able to attend college.

Subject to continuing eligibility, Financial Aid, normally including a provision for a student loan plus a grant and/or job (jobs are not usually assigned to Freshmen), is awarded for one academic year at a time. Students should not apply for any specific grant (scholarship) as appropriate assignment will be made by the College.

Middlebury College is a member of the College Scholarship Service, an activity of the College Entrance Examination Board at Princeton, New Jersey. Financial Aid awards are based on analysis by the College Scholarships Service (CSS) of the Financial Aid Form (FAF) and on the College's review of the CSS determination of need.

The only financial aid application that Middlebury College requires is the Financial Aid Form (FAF). Parents of applicants for admission who wish to apply for financial aid should submit the FAF directly to the College Scholarship Service (CSS) between January 1 and January 15 of the entering year; the FAF application may be secured from your secondary school guidance counselor. *Early Decision* candidates must file the FAF with the CSS between January 1 and 5 of their senior year in secondary school. Upperclass renewal forms for financial aid (FAF) must be filed annually by March 1 with the CSS.

Middlebury participates in the National Direct Student Loan, College Work-Study and Supplemental Educational Opportunity Grants Programs. Awarding of loans, jobs and grants under these Federally-sponsored programs is handled by the College Financial Aid Office. The College also certifies applications for the Federal Basic Educational Opportunity Grant Program (BEOG), the various State Guaranteed Insured Loan Programs, and in special cases will also certify applications for loans from the United Student Aid Funds Program.

As far as possible, the financial aid to upperclassmen will include the offer of campus employment. Students can expect to be assigned jobs as waiters or waitresses, research or library assistants, clerk-typists, student union desk clerks, etc. A few qualified students may be assigned employment under the Federal College Work-Study Program which also assists in financing many of the student jobs listed above. Laundry, newspaper, food, novelty, etc., concessions are also student-operated. The better-paying campus jobs are incorporated into the Financial Aid Program, but there are a number of lower-paying jobs that an interested student can apply for on his own initiative.

It is assumed that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The *net* summer earnings expectancies for both men and women are $600 for the pre-Freshman year and $700 for the pre-Upperclass years.

Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upper-class students should be made at the Office of Financial Aid. A pamphlet outlining the College's Financial Aid policies in detail is available from the Director of Financial Aid, Emma Willard House.

The Middlebury College Financial Aid Policy complies with the 1964 Civil Rights Act and does not discriminate on the basis of sex, race, color, national origin or religion in carrying out its college activity.

Scholarships

NAMED AND ENDOWED SCHOLARSHIPS

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below, or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100.00 for those without financial need to the cost of tuition for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. The Charles A. Dana Foundation was established in 1950 with the scholarship program as one of its significant activities. These scholarships are among the highest honors which are awarded to students.

Betty Jean Aitchison '45 Scholarship Fund. $260,696.13. Established in 1975 under the will of A am G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The Cecile Child Allen Student Aid Fund. $85,910. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

Borden and Louise Roberts Avery '39 Fund. $3,200. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The Cornelia W. Bailey Fund. $33,500. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. $28,122. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Cesare Barbieri Endowment Fund, $45,000.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. $5,077.00. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Bauman in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

Lea Z. Binand Scholarship Fund. $2,307.35. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship. $20,282.00. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Ezra Brainerd Scholarship. $5,010. Established in 1961 by gift of Ezra Brainerd, Jr. in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885-1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Bread Loaf School of English Endowment Fund. $76,007.00. Established 1969 by the gifts of alumni and friends. Income used to provide fellowships and scholarships at Middlebury's Bread Loaf School of English.

The Bread Loaf Writers' Conference Endowment Fund. $86,725.00. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships, and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. $12,402.50. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. $474,820.94. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

The Willard Duncan Carpenter '14 Memorial Scholarship. $10,556.51. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for scholarships for men with preference to students from Vermont planning business careers.

Salvatore J. Castiglione Scholarship Fund. $2,787.00. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. $2,548.95. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. $3,131.97. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. $4,012. Established in 1832, for men.

Class of 1937 Fund. $10,109.00. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships used at the class 40th Reunion in 1977.

Class of 1951 Fund. $13,491.00. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. $33,110.00. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

The Chester H. Clemens '33 Memorial Scholarship Fund. $2,619.00. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. $29,544.26. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. $13,721.33. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. $3,908.25. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. $30,038.44. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Edward J. Copperstein '46 Scholarship Fund. $5,000.00. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. $1,000. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Annie L. Cox Scholarship Fund. $2,500. Established for "a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage."

George C. Dade '15 Memorial Scholarship Fund. $25,000. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Sam P. Davis '21 Fund. $33,889.00. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. $1,632. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. $1,229.89. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

The Alcide De Gasperi Scholarship Fund. $137.50. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. $10,000. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. $9,706.00. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College.

Constance Barker Diss Student Aid Fund. $357,143.00. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Erwin Ewald Drost Memorial Fund. $750. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. $57,848.02. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

The Eunice S. Eldredge '11 Fund. $10,343.44. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. $3,914.00. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship fund. $5,000. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. $15,775.00. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. $10,722.31. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. $2,000. Established by Thaddeus Fairbanks, Esq., of St. Johnsbury, for men.

'45 Discretionary Scholarship Fund. $5,981.00. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Rolo J. Francisco Scholarship Fund. $17,919.70. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship. $20,000. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The French Center in New England Fund. $22,332.63. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Friends of Skiing Scholarship Fund. $5,125. Established in 1973-74 by many of Middlebury's Friends of Skiing. Income to be used for needy students who contribute to the College's ski program.

Eben J. Fullam Scholarship. $10,000. Given in memory of Even J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield. Vermont.

Alice Brooks Fuller Scholarship Fund. $15,000, "to aid worthy women preferably from Worcester County, Massachusetts."

Joh Hamilton Fulton Scholarship Fund. $330,098.38. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

The Marion Gallagher Scholarship Fund. $8,000.00. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

Leon and Una Gay Scholarship Fund. $10,866.19. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. $5,000. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. $735. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. $16,039.15. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Ivan D. and May W. Hagar Scholarship Fund. $59,783.89. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund: $2,000. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. $3,000. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. $23,000. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. $56,831.12. Bequest under the will of Elsie Haydon Cornell. "Income to be used by Middlebury College scholarships." Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. $14,043.35. Established in 1923 "for assisting worthy students."

The Burt A. Hazeltine Memorial Scholarship Fund. $20,000.00. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. $6,210.00. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. $14,261.00. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. $15,920.00. Established in 1965 by members of the Hickcox family, and friends.

The John A. Howe Scholarships. $3,000. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for his descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. $10,000. Established in 1969 by the bequest of Mr. Moses G. Hubbard '13. Subject to life income reservation.

Merrill L. Jenkins '15 Scholarship Fund. $444.79. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program until the principal reaches $10,000.

Christian A. Johnson Memorial Scholarship Fund. $50,000. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Frederica V. Jones Scholarship. $25,000.00. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities "be deserving of this award."

The Kappa Delta Rho Scholarship Fund. $5,374.68. For worthy male students of the two upper classes majoring in science or mathematics, with preference being given to members of the Kappa Delta Rho Fraternity.

Joseph P. Kasper Scholarship. $26,700.00. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. $7,812.00. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr. Scholarship Fund. $52,323.00. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. $12,535.00. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

The Arnold R. LaForce '35 Scholarship Fund. $10,937.50. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

The Sanford H. Lane Memorial Scholarship Fund. $2,000. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. $53,202.00. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extra-curricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. $9,210.87. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Edwin W. Lawrence Scholarship Fund. $123,595.81. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. $4,482.00. Established in 1969. Income to be used by students enrolled in the French Summer School.

The Literary Fund. $740. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. $21,603.33. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Hazel MacLeod Fund. $10,575.56. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

Andrew C. Marchbank '65 Memorial Scholarship Fund. $67,603.13. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. $126,775. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. $16,007.50. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

Gertrude Cornish Milliken Scholarship Fund. $18,638.00. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship. $2,000. Established by Hon. Levi Parsons Morton of New York City, for men.

The National Bank of Middlebury Scholarship Fund. $6,000.00. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Walter J. Nelson '32 Scholarship Fund. $30,602.20. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. $6,702.59. Established for Scholarship aid to students in the German School.

The new Jersey Student Aid Fund. $400. For men from New Jersey.

Anna and Luke J. Nolfi Scholarship Fund. $2,700.00. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

Sidney Nordenschild, Sr., Scholarship Fund. $12,207.00. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. $2,000. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. $1,210. Established in 1974 by gifts of his wife, students, and friends, income to provide scholarhsip assistance for students at the Russian School.

The Hewitt Page Scholarship Fund. $3,092.00. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. $6,200. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Penfield Scholarship. $1,000. Established by Allen Penfield, Esq., of Burlington, for men.

The Philadelphia Alumnae Club Scholarship Fund. $3,175. Established in 1975 by the Philadelphia Alumnae Club — Suburban West. Income to be used for scholarships with first

preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship fund. $128,375. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. $8,012.50. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. $3,300.00. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

William H. Porter Memorial Scholarship. $50,000. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The President's Purse. $33,953.00. Established by the late Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

Anastasia Feodorova Pressman Memorial Scholarship. $1,656.50. For scholarship aid to students in the Russian School.

the Frederika Proctor Fund. $25,000. Established in 1956, the income to be awarded as a named scholarship, to an undergraduate studying French, by the Scholarship Committee.

James Richardson Scholarship Fund. $3,000.00. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. $13,642.91. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. $6,316.50. Established in 1968 by gifts of his family and friends in memory of Richar A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. $12,633.00. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. $2,000. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. $5,609.00. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. $30,059.38. Established in 1973 in memory of Donald W. Salisbury '16 by gift of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. $1,108.00. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. $35,436.00. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship. $99,491.76. Established in 1958 by bequest of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. $52,885.00. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Marion Shows Fund. $698.12. Established in 1972 by various donors. Income to be used annually to assist minority students.

The Cecil C. Simmons '24 Fund. $1,000. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. $1,000. Established in 1893, for men.

Lucy S. Smith '18 Scholarship. $49,800.00. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. $28,600. Established by the late Hon. Redfield Proctor, in 1922, its income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. $137.50. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. $1,000. Established "to assist needy students from Wallingford to an education."

The John Wolcott Stewart Fund. $25,000. Established in 1956 by the late Philip B. Stewart in memory of his father, the income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have show themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. $50,000. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. $25,000. For men.

AGnes Warner Sunderland Fund. $3,000. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Arthur Gould Tasheira Fund. $25,000, the income to be used as far as possible to provide scholarships for worthy and deserving students.

Thomas G. Thompson Scholarship Fund. $3,500. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other a young woman.

The ludger J. Tousant Fund. $420.41. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant—killed in World War I.

The K. P. Tsolainos Memorial Scholarship Fund. $81,500.00. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. $2,000. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. $1,000. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. $1,000. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. $1,325. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Waldo Fund. $10,130.00. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Pheobe Kapser Wallach '49 Memorial Scholarship Fund. $23,809.00. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

THE WARREN FUND. $3,000. Given in 1835 by bequest of Deacon Issac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

THE WEB FUND. $19,822.00. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922-26), Mary Ella Wihipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

THE ASA WHEELOCK SCHOLARSHIP FUND. $5,000. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

THE ALBERT HENRY WIGGIN MEMORIAL SCHOLARSHIP FUND. $102,605.00. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922-1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

PERCIVAL WILDS '02 MEMORIAL SCHOLARSHIP FUND. $7,332.50. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

THE EMMA WILLARD SCHOLARSHIP. $2,000. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

THE MARK DOTY WILSON '72 SCHOLARSHIP FUND. Established in 1976 by a gift of $6,796.88 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English or the Bread Loaf Writers' Conference. Qualifications for financial aid is a prerequisite for such an award.

THE WINDHAM COUNTY CONGREGATIONAL SCHOLARSHIP FUND. $2,000. Established in 1951. "Income first available for students proposed by the Conference."

THE HARRIET B. WINSOR SCHOLARSHIP FUND. $10,000. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

THE CHARLES BAKER WRIGHT SCHOLARSHIPS. $64,362.50. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

THE MARION L. YOUNG SCHOLARSHIP FUND. $10,004.50. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

GENERAL STUDENT SCHOLARSHIP FUND. $45,925.00. The aggregate of gifts from friends to be used in making loans to students, originating with a gift from Prof. Wm. W. Eaton of $25 in 1911. Income from Fund may be used for scholarships.

THE CHARLES A. DANA SCHOLARSHIPS. See first page of scholarship listings.

EXPENDABLE SCHOLARSHIPS

THE LOUIS CALDER FOUNDATION SCHOLARSHIP. $20,000 annually. From the Louis Calder Foundation for scholarship support of Metropolitan New York students.

DAVISON-FOREMAN FOUNDATION GRANTS. Available to girls working toward Middlebury degrees.

EDWIN GOULD FOUNDATION SCHOLARSHIPS. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

THE HUGUENOT SOCIETY SCHOLARSHIP. $1,000 annually. Available to students on recommendation by the College, whose Huguenot ancestry meets the requirements of the sponsoring society. Special application forms are available from the Office of Financial Aid.

ADA HOWE KENT FOUNDATION SCHOLARSHIP. $20,000 annually for five years. From the Ada Howe Kent Foundation for scholarship awards not to exceed $2,000, to students able to

provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from Metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

LOAN FUNDS

Alpha Sigma Phi Memorial Fund. $12,459.70. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. $12,152.33. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,580.57 for loans to Middlebury students.

Hazeltine Student Loan Fund. $3,578.00 received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Martha Jewett Nash Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College."

William H. Porter Student Loan Fund. $10,140, an unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont—first consideration being given those from Addison County.

Justin M. Ricker Fund. $3,387.91. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. $3,670.52. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

PRIZES AND AWARDS

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen, '62. Income from $5,475.75. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

The Alumni Association Community Service Award. Awarded annually to the graduating senior who has best demonstrated a commitment to community service through involvement in campus or community non-academic life at Middlebury.

Bishop Atwood Historical Prize. Income from $323.84. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

Byron E. Bermas, Jr., Prize. Income from $500. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $2,975.87. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of

peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859-1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,500. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000, on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,000. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $7,615.74. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

Eaton Prize. Income from $1,000. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $1,290.08, established in memory of Harry M. Fife, Professor of Economics, 1925-50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during the four undergraduate years.

Hazeltine-Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

Kellogg Latin English Prize. $25 and $15. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg. Professor of Rhetoric and English Literature, 1861-1868, and trustee, 1885-1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income of $500. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Mary Dunning Thwing Prize. Income of $1,500. Aswrded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,000 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $1,630.21. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, trustee, 1922-23.

ENDOWED LECTURESHIPS

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

William H. Edmunds '17 Memorial Lecture. Established by Vermont Transit, Addison and Chittenden Trust Companies in memory of William Edmunds. Income may be used to provide a lecture on the Middlebury campus in the Social Sciences.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962-63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Academic Standards and Regulations

The College furnishes each entering student with a copy of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, and student activities. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation, and second course warnings are sent to parents.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and Transcripts from approved educational institutions. To receive credit the transfer course must be above the introductory level at the institution attended, and must be passed with a grade of C− or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of Fall-Winter-Spring terms needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and D's at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Failure, Probation, Warning and Readmission. A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen who have two F's and two C's or better or 3 D's and one C or better at the end of the fall term will be continued in college on academic probation. Seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one failing grade and a D grade in a single term will be placed on probation until the end of the following Fall or Spring term. A student on probation who receives one failing grade or two D grades in the subsequent Fall or Spring term will be required to withdraw.

A student who receives a failing grade in the Winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the Spring term. A student on probation from the previous fall who receives an honors grade for the Winter Session will be removed from probation. A student may not be placed on probation more than twice in his College career and will be required to withdraw.

For students enrolled in three courses in a term, one failing grade and one D grade, or two D grades constitute academic failure. Should they receive one failing grade or one D grade they will be placed on probation.

At any time when a student is failing a course, consistently receiving grades below C−, or in any way neglecting the obligations of a course, he may be placed on course warning.

A student who is failing in his studies generally may be dropped from college by the Administration Committee if in its judgment his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof of motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Dean of the College.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students pay by the course.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They would take as many or few courses as desired, would decide whether or not they would receive grades, and would pay full comprehensive fee. The Administration Committee would admit them and oversee their programs.

Independent Scholar Program. The purpose of the program is to the students of demonstrated motivation and ability to define their individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. The program is administered by the Independent Scholar Committee.

RESIDENCE HALLS

Middlebury is a residential college. Students must receive special permission of the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto while located in the Halls. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are furnished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. The compre-

hensive fee includes heat and electricity, and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

All students must eat either in the College Dining Halls or fraternities unless excused by the Dean of Students.

FRESHMAN WEEK

Directly preceding the opening of the fall term, there is an orientation period for freshmen. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel, and placement tests.

CHAPEL SERVICES

Members of the college community gather in Mead Chapel for common worship. The Sunday Service is Christian in emphasis and ecumenical in design. The sermons are delivered by the College Chaplain, occasionally by other members of the Middlebury faculty, and by visiting clergymen. The Middlebury College Choir enriches the services by the presentation during the year of a broad repertory of sacred music.

HEALTH MEASURES

The College Comprehensive Fee provides for the use of the College Infirmary including the services of the Medical Director for the College (a full-time physician), assisted by registered nurses who provide round-the-clock attention. The Infirmary is used for out-patient treatment as well as to provide bed care for minor illness. Porter Medical Center, in Middlebury, provides ready access to a well equipped facility and two surgeons. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Medical Director of the College has general oversight of the health needs of the students. Before matriculation every freshman must present a satisfactory health certificate signed by a physician. Physical measurements and health records are filed and corrective exercise recommended when needed. All students who are physically able are required to complete the Physical Education Program (see Program description under the Department of Physical Education and Athletics). The College reserves the right to ask the withdrawal of any student for medical or psychiatric reasons. A student may be requested to have a thorough physical examination once a year or whenever considered necessary by the Medical Director. The Medical Director authorizes all absences due to illness.

The College Health Service offers the services of a full-time counselor who has a Ph.D. in counseling psychology. The College also employs a qualified psychiatrist who is on the campus two afternoons a week.

EXTRACURRICULAR PROGRAM

The relatively small size of the College permits participation in a variety of extracurricular activities by all undergraduates. Theatrical productions, sports events, lectures and weekend mountain trips are scheduled throughout the year.

Concert Series. Outstanding artists and films are brought to the campus under the supervision of a faculty-student committee appointed for that purpose.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

Radio Station. Students operate WRMC-F.M. radio station licensed by the F. C. C. as a 10 watt educational facility. Programming features music, sports, interviews and news.

ATHLETICS

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), of the National Collegiate Athletic Association (NCAA), the Association for Intercollegiate Athletics

for Women (AIAW) and the Eastern Association for Intercollegiate Athletics for Women (EAIAW). In 1970-1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. The College maintains a healthy and active intercollegiate athletic program consisting of eleven sports: football, cross-country, soccer, basketball, skiing, hockey, baseball, track, lacrosse, golf, and tennis. There is also a "B" squad/freshman athletic program in most intercollegiate sports. Middlebury, Norwich University, University of Vermont and St. Michael's College compete annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, bowling, tennis, relays, badminton, touch football, volleyball, hockey, softball, and swimming. Skiing and hockey are special features of the winter calendar. Most of the Intramural Program is co-ed.

The women's intercollegiate program includes active competition in tennis, swimming, field hockey, squash, cross-country running, nordic and alpine skiing, and lacrosse. There are also club groups in ice hockey, synchronized swimming, and soccer.

Students take part in the Annual Winter Carnival which, in the years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition.

ORGANIZATIONS

Honorary organizations on the campus are: Phi Beta Kappa and Mortar Board.

There are also athletic, musical, dramatic, language, literary, religious and departmental student clubs.

Six fraternities are represented: Alpha Sigma Psi, Chi Psi, Delta Upsilon, Kappa Delta Rho, Sigma Epsilon, and Zeta Psi.

Service organizations are: Sophomore Guides and Junior Counselors.

MOTOR VEHICLES.

All students, except those on disciplinary probation, are permitted to have or to operate a motor vehicle. Students on financial aid must file a form with the Director of Financial Aid justifying the expense.

PUBLICATIONS

Undergraduates of Middlebury College publish a newspaper, *The Middlebury Campus*. Students assume complete responsibility for the editorial content of the newspaper. Other publications are a yearbook, *The Kaleidoscope,* and a literary and graphic arts publication, *Frontiers*.

CAREER PLACEMENT

The Placement Office provides all students and alumni of Middlebury College with a central source of information and with personal counseling on career planning, graduate work, and summer employment. Throughout the year the office hosts recruiters from private industry, government, and graduate schools to interview candidates. The library in Adirondack House contains a wide variety of material on careers, graduate study, and job opportunities. It is important for all students to register early with Career Counseling and Placement (Junior year or before). This permits a permanent record to be established and updated regularly to better assist candidates in the search for these opportunities now and in the future. Those wishing this information sent to outside agencies may subscribe for our Dossier Service for a modest fee of $1.50 per dossier.

GRADUATE WORK

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries

about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Dean of the Faculty. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other department may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B− or above.
8. Participation in laboratory teaching and preparation is a degree requirement.
9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $500 in 1977-78 and one can enroll in an optional sickness insurance program for an additional $37.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Old Chapel, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is also held at Bread Loaf during the ten days following the School of English in the middle of August. This Conference offers lectures, discussions, and private consultations in fiction, non-fiction, poetry and children's literature, but does

not lead to a degree. Full information is provided in the special Bulletin, published each year in April. Inquiries should be addressed to the Secretary of the Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree and the Doctor of Modern Languages Degree is offered in the Middlebury College Language Schools of French, German, Italian, Russian, and Spanish during the summer. In addition, courses for undergraduate and graduate credit provide intensive instruction in Chinese, French, German, Italian, Japanese, Russian and Spanish. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy. A normal course load is three courses per summer to be selected in consultation with the Director or Dean of the apropriate Language School. Students are placed in courses most appropriate to their linguistic proficiency at the time of registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools bulletin. Upon request to the Language School, complete information will be mailed. All specific inquiries for admission to the Language Schools should be directed to the Dean of the specific school, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, Spain and the Soviet Union are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident Director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in special seminars organized for Middlebury College. It is expected that all students maintain the spirit of the summer language pledge while they are abroad. A modified language pledge is required even of students in the beginning course. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the Schools abroad. All are expected to carry a full load of courses in the areas of language, literature, and culture and civilization. Doctor of Modern Languages candidates may elect to fulfill the required period of residency abroad by taking courses for credit in one of the Schools or by auditing classes in preparation for the general examinations.
courses in the areas of language, literature, and culture and civilization. Doctor of Modern Languages candidates may elect to fulfill the required period of residency abroad by taking courses for credit in one of the Schools or by auditing classes in preparation for the general examinations.

(The program in Moscow is limited to one semester in length, but can be participated in either fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work following the program in Moscow. DML candidates should consult with the Director of the Russian School Concerning research possibilities in the Soviet Union.)

The Degree of Doctor of Modern Languages. Besides the Master of Arts degree, the Foreign Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). A detailed statement of the requirements for this degree will be sent on request by the Director of the Language Schools.

Middlebury College is accredited by the New England Association of Colleges and Secondary Schools, and the Vermont State Department of Education.

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Alumni Admissions Support Program

The Alumni Admissions Support Program was established by the College to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students to Middlebury. Alumni admissions representatives are available throughout most of the United States to interview prospective candidates and to acquaint them with what the College offers its students. Arrangements can be made for a young man or woman interested in the College to talk with an alumni representative by contacting the Director of Admissions at Middlebury, Vermont.

ALUMNI ADMISSIONS COMMITTEES

Boston:	Charles C. Palmer '57 *Chairman*	Wellesley Hills
Chicago:	Charles S. Lauer '52, *Chairman*	Winnetka
Cleveland:	Mrs. A. Wilson Wood '43, *Chairman*	Cleveland Heights
Fairfield County, Ct.	Christopher M. Gretjak '71, *Chairman*	Darien
Hartford:	Peter E. Steinle '62, *Chairman*	West Hartford
Washington, D.C.:	Charles Steinecke '54, *Chairman*	Laurel, Md.
Minneapolis:	Peter H. Hitch '70, *Chairman*	Minneapolis
Montreal:	W. Kyle Prescott '49, *Chairman*	Montreal
Philadelphia:	Thomas Harman '74, *Chairman*	Philadelphia
Rochester, N.Y.:	Bruce N. Johnstone '61, *Chairman*	Pittsford, N.Y.
Northern N.J.:	Roger B. May '53, *Chairman*	Maplewood
Greater N.Y.:	George L. Cady, Jr. '72, *Chairman*	New York City

Chairmen to be determined for Seattle, San Francisco and Los Angeles. .

AT-LARGE ALUMNI

New England

Shawn C. Keenan '71	Portland, Me.
Mrs. Alice Hildreth Rand '52	Cape Elizabeth, Me.
Mrs. Eloise Barnard Wells '33	Claremont, N.H.
Peter S. Allen '66	Providence, R.I.
Anne M. Hartmann '59	Barrington, R.I.
Sarah B. Kotchian '75	Ashburnham, Mass.
Dr. Jacob B. Shammash '51	Longmeadow, Mass.
William F. Trask '52	West Boylston, Mass.
R. Linwood Faxon '61	Stamford, Conn.
Charles J. Parker '47	New Haven, Conn.
Mrs. Doris Sturtevant Peck '54	New Canaan, Conn.
Michael D. Riess '62	Greenwich, Conn.
Mr. & Mrs. Frederick G. Olander '68 (Karen Wise)	Florence, Mass.
Thomas A. Suess '64	Danbury, Conn.
John R. Falby, Jr. '61	Peterborough, N.H.
James C. Hefti '72	Rutland, Vermont
Richard Davis '51	Worcester, Mass.

Western N.Y.

Carl N. Reed III '71	Amherst, N.Y.
Mr. & Mrs. Philip W. Robinson, Jr. '42 (Elizabeth Blanchard)	Syracuse
Mrs. Robin Reilly Wagner '74	Buffalo

South

George Logan '61	Macon, Ga.
Mrs. Sarah Pettit Daignault '70	Cockeysville, Md.
Barbara A. Frantz '75	Charlottesville, Va.
Dr. Hervey W. Mead '38	Charlotte, N.C.
Katherine G. Bean '71	Nashville, Tenn.
Edward F. Kileen '54	Louisville, Ky.
Mr. & Mrs. Jeffrey R. Sturges '70, '72 (Karen McDonough)	Louisville, Ky.
Mrs. Deborah Bray Collier '54	Jacksonville, Fla.
Mrs. Barbara Zurer Pearson, '65	Coconut Grove, Fla.
Emily Baldwin '75	Austin, Texas
George T. Byers '53	Houston, Texas
Stephen J. Dinapoli '72	Dallas, Texas
William A. Muros '63	Dallas, Texas
Paul M. Batiza '70	New Orleans, La.
Leroy Crocker '63	Rogers, Arkansas

Midwest

Edward Sommers '60	Galesburg, Ill.
Mr. & Mrs. Thomas S. Woolsey '56, '57 (Lois Guernsey)	Springfield, Ill.
Daniel Brown '68	Cincinnati
Mrs. Kristie Carlson Wolferman '70	Kansas City
Mr. & Mrs. Frank P. Wolff, Jr. '68 (Ruthann Carman)	Clayton, Mo.
Robert L. Walker '47	Milwaukee
Mrs. Deborah Crehan Andrews '64	Columbus, Ohio

Michigan

Alan J. Levy '74	Ann Arbor
James A. Wright '60	Grosse Pointe

Denver

Robert C. Boucher '49	Englewood
Page Dabney (Mr.) '73	Denver
Ms. Jill Woodman Sisson '69	Littleton
Dennis Erskine '70	Denver
Molly Gage '69	Boulder

West

Sidney S. Pearce, Jr. '58	Phoenix, Ariz.
Richard M. Hodes '75	Alaska
Mrs. Linda Donk Gray '56	Tigard, Oregon
Jane H. Affleck '56	Honolulu
Audrey Pertl '45	Salt Lake City, Utah

Miscellaneous

Andrew A. Reding '75	Princeton, N.J.
Joseph H. Mann, Jr. '45	Albany, N.Y.
Malcolm MacGregor '51	Pittsburgh, Pa.
Lesly Cadman '73	Saranac Lake, N.Y.
Edward Cameron '55	Albany, N.Y.
R. Stephen Card '76	Wallingford, Conn.
Ann & Dick Crumb, '69, '71	Freeville, N.Y.
Linda Henry '72	Harrisburg, Pa.
Robert Johnson '68	Delmar, N.Y.
Louise Russell '69	Carlisle, Pa.
Mary Louise Thompson '72	Pittsburgh, Pa.

Development Program

The long range Development Program, inaugurated in 1954, seeks the additional funds necessary to provide increased teaching resources and academic facilities required to sustain Middlebury's educational objectives.

Although the College possesses an unusually fine plant, gratifying growth in Starr Library's book collections and an increased enrollment have caused a pressing need for greatly expanded library facilities. Gifts would be welcome, also, for renovation of older academic buildings.

Major attention is being given to the need for increased endowment. Gifts and bequests particularly helpful would be directed in support of scholarships, Middlebury's Language and Bread Loaf Schools, library and fine arts acquisitions and an improved faculty research leave program. Gifts of $25,000 and above are needed for endowed undergraduate scholarships while gifts of $10,000 and upward can establish graduate scholarships at the Language Schools and the Bread Loaf School of English.

The endowment of a professorship is one of the finest and most rewarding contributions that can be made to the College. Necessary funds for such an endowment would range from $500,000 to $750,000 for the regular undergraduate college. Contributions in the $100,000 to $150,000 range could establish professorships at the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorships of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Profesorship in Studio Art (1974)
The William R. Kenan, Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)

The Administration will be happy to discuss any of its future plans with friends of the College. Forms for gifts and bequests for endowment, general, and specific purposes are given on the next page.

FORMS FOR GIFTS AND BEQUESTS

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . for the uses and purposes of said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be known as the . . . . . Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers — "earned income only to be used") for the purposes of . . . . . If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, the Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972 and the IRS Anti-Bias Regulation. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, national or ethnic origin in any of it's programs or activities.

President and Fellows

PRESIDENT AND FELLOWS — THE CORPORATION

OLIN C. ROBISON, D.PHIL.
Middlebury, VT.
President of the College

CHARTER TRUSTEES

(*Calendar year indicates first date of election*)

ARNOLD R. LAFORCE, '35, B.S., M.B.A. (1961) Chairman of the Board and President of the Corporation Brady Security & Realty Corporation	Gladstone, N.J.
HILTON A. WICK, A.B., LL.B. (1969) Vice Chairman of the Corporation President, Chittenden Corporation	Burlington, VT.
MRS. J. HOWARD HOWSON, '30, A.B., M.A. (1948) Study Counselor, Vassar College	Poughkeepsie, N.Y.
RAYMOND J. SAULNIER, '29, B.S., PH.D., LL.D. (1958) Professor Emeritus of Economics, Columbia University Former Chairman, President's Council of Economic Advisors	New York, N.Y.
ALEXANDER HAMILTON FULTON (1964)	New York, N.Y.
FREDERICK W. LAPHAM, JR., '43, A.B. (1967) Chittenden Trust Company	Burlington, VT.
FELIX G. ROHATYN, '49, A.B. (1969) Lazard Freres & Company	New York, N.Y.
MRS. ANTHONY G. L. BRACKETT, '36, A.B., M.A., PH.D. (1969) Academic Dean, Norwalk Community College	Wilton, CT.
ROBERT B. RIVEL, '42, A.B., M.A. (1970) President, Union Dime Savings Bank	New York, N.Y.
GLADSTONE L. CHANDLER, JR., '55, A.B., B.D. (1970) Administrative Officer, The Riverside Church	New York, N.Y.
JOHN M. KIRK, '39, A.B. (1971) President, John M. Kirk Company	Malden, MA.
MRS. JEROME C. EPPLER, '50, A.B., M.A. (1972)	Rancho Santa Fe, CA.

Term Trustees

	First Elected	*Term Expires*	
Albert W. Coffrin, '41, A.B., LL.B. Secretary of the Corporation United States District Judge	1973	1978	Burlington, VT.
Willard T. Jackson, '51, A.B., M.B.A. Investment Counsellor, Brundage, Story & Rose	1973	1978	Riverside, CT.
Mrs. Fletcher H. McDowell, '55, A.B.	1974	1982	New York, N.Y.
Mrs. Wilmot H. Kidd, III, '67, A.B.	1976	1979	New York, N.Y.
Stacy B. Lloyd, III, '60, A.B.	1974	1982	Washington, D.C.

Alumni Trustees

Mrs. Mildred B. Bennett, '41, A.B., M.A.	1974	1978	New Providence, N.J.
Mrs. Donald W. Jeffries, '45, A.B.	1974	1978	Washington, D.C.
Mrs. Grey Villet, '52, A.B., M.A.T.	1975	1979	Shushan, N.Y.
David E. Thompson, '49, A.B. President, David E. Thompson, Inc.	1974	1979	Needham, MA.
Miss Katharine Conant, '75, A.B. Customer Engineer, I.B.M.	1976	1978	Westport, CT.
William G. Craig, '37, A.B., M.A., ED.D. Chancellor, California Community Colleges	1976	1980	Sacramento, CA.
Roger B. May, '53, A.B., M.S.	1977	1981	Maplewood, N.J.

Trustees Emeriti

(*Dates indicate election to Board of Trustees and effective date of emeritus status*)

James I. Armstrong, PH.D., LL.D., L.H.D., LITT.D. (1963, 1975)	Greenwich, CT.
Egbert C. Hadley, '10, A.B., B.S., D.ENG., LL.D. (1936, 1968)	Middlebury, VT.
Stewart Ross, '20, M.D.; SC.D., F.A.C.S. (1936, 1970)	Rutland, VT.
Joseph P. Kasper, '20, B.S., LL.D. (1940, 1970)	Sarasota, FL.
Carleton H. Simmons, '28, B.S. (1938, 1972)	Sanibel Island, FL.
Paris Fletcher, '24, B.S., LL.B., SC.D., LL.D. (1956, 1973)	Worcester, MA.
L. Douglas Meredith, A.B., M.A., PH.D., LL.D. (1960, 1975)	Burlington, VT.
William S. Youngman, A.B., J.D. (1962, 1977)	East Hebron, N.H.

Officers of the Corporation

Arnold R. LaForce, '35, B.S., M.B.A. Chairman of the Board	Gladstone, N.J.
Hilton A. Wick, A.B., LL.B. Vice Chairman of the Board	Burlington, VT.
Albert W. Coffrin, '41, A.B., LL.B. Secretary of the Corporation	Burlington, VT.
Roger H. Martin, A.B., B.D., D.PHIL. Assistant Secretary of the Corporation	Middlebury, VT.
Carroll Rikert, Jr., A.B., M.B.A., C.P.A. Treasurer	Middlebury, VT.

Academic Administration and Staff (1977-1978)

(Calendar year indicates first date of appointment; second date appointment to present position)

PRESIDENT

President	Olin C. Robison, d.phil. (1975)
Assistant to the President, Assistant Secretary of the Corporation	Roger H. Martin, a.b., b.d., d.phil. (1976, 1977)
Secretary to the President	Marles Railton (Mrs.) (1975)

ACADEMIC PROGRAM

Vice President for Academic Affairs	George B. Saul II, a.b., m.a., ph.d. (1967, 1976)
Vice President of the College	Paul M. Cubeta, a.b., ph.d. (1952, 1976)
Dean of the College	John Spencer, a.b., m.a., ph.d. (1974, 1977)
Dean of Foreign Languages, Director of the Language Schools	Roger M. Peel, a.b., ph.d. (1969, 1976)
Dean of Arts & Humanities	Henry B. Prickitt, a.b.,ph.d. (1948, 1977)
Dean of Sciences	Russell J. Leng, a.b., ph.d. (1966, 1977)
Director of Athletics	G. Thomas Lawson, b.s. (1969, 1977)
Director of Academic Computation	James A. Krupp, b.s., m.a., ph.d. (1973)
Librarian	Ronald Rucker, a.b., m.a., m.l.s. (1976)
Associate Librarian	Hans Raum, a.b., m.l.s. (1975, 1977)
Reference Librarian	Nancy L. Baker (Mrs.) a.b., m.l.s. (1976)
Abernethy Library Curator	Robert Buckeye, a.b., m.a., m.l.s. (1971)
Catalogue Librarian	Andrew Perry, a.b., m.l.s. (1974, 1977)
Head of Library Acquisitions	Edward Rosenfeld, a.b., m.l.s. (1971)
Music Librarian	Katherine C. Skrobela (Mrs.), a.b., m.l.s. (1971)
Science Librarian	Susan W. Tucker (Mrs.) a.b., m.l.s. (1976)
Secretary of the Faculty	Jean M. MacFadden (Mrs.) a.b. (1977)
Technical Adviser to the Director of the Language Schools	James W. Dodge, a.b., m.a. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, a.b. (1970, 1976)

STUDENT SERVICES

Dean of Students	Erica B. Wonnacott (Mrs.), a.b., m.a. (1968, 1970)
Assistant Dean of Students	Karl L. Lindholm, a.b., m.a. (1976)
Assistant Dean of Students	Cynthia Shaw, a.b., m.a. (1977)

Chaplain	Reverend Charles P. Scott, A.B., B.D. (1951)
Director of Admissions	Fred F. Neuberger, A.B. (1955, 1964)
Assistant Director of Admissions	Jo Ann Lindholm, (Mrs.), A.B. (1977)
Assistant Director of Admissions	Timothy A. Neale, A.B., M.A.T. (1971)
Assistant Director of Admissions	Carolyn L. Perine (Mrs.), A.B. (1973)
Assistant Director of Admissions	Bertram D. Phinney, A.B. (1973, 1974)
Assistant Director of Admissions	Edward C. Young, A.B. (1977)
Secretary of the College	T. Richardson Miner, Jr., A.B., M.A. (1969, 1977)
Chief of Campus Security	Fred E. Spencer, Jr. (1969)
Associate Dean of Special Admissions, Director of Career Counseling and Placement	Walter A. Moyer, Jr., B.S., PH.D. (1951, 1974)
Assistant Director of Career Counseling and Placement	Darlyn P. Martin (Mrs.) (1963, 1975)
Director of Counseling Services	Gary F. Margolis, A.B., PH.D. (1972)
Director of Undergraduate Records	Lee W. Yorton (Mrs.) (1972, 1975)
Director of Graduate Records	Carolyn H. Carey (Mrs.), A.B. (1977)
Financial Aid Officer	Charles D. Brakeley, A.B. (1964, 1967)
Medical Director	Frank O. Bruch, A.B., M.D., (1977)
Student Activities Director	Jacqueline S. Flickinger (Mrs.) (1967, 1973)

DEVELOPMENT, ALUMNI RELATIONS

Vice President for Development	Walter E. Brooker, A.B. (1956, 1962)
Director of Public Affairs, Associate Director of Development	Kenneth A. Nourse, A.B. (1974, 1976)
Associate Director of Development for Foundations and Special Programs	Roger H. Martin, A.B., B.D., D.PHIL. (1976)
Assistant Director of Development	Barbara W. McLorie (Mrs.), A.B., M.A. (1976, 1977)
Director of Alumni Relations	Jerome H. Ocorr, A.B. (1977)
Director of Annual Funds	Marilyn C. Helmers (Mrs.), A.B., M.ED. (1976)
Director of Bequests	Gordon C. Perine, A.B. (1951, 1976)
Editor, News Services	Max P. Petersen, A.B. (1962)
Editor of Publications	Ronald Nief, A.B. (1976)
Manager of Development Technical Services	Martha A. Falta (Mrs.) (1971, 1977)

BUSINESS MANAGEMENT

Treasurer	Carroll Rikert, Jr., A.B., M.B.A., C.P.A. (1952, 1964)
Associate Treasurer	David W. Ginevan, B.S., M.ED., M.B.A. (1973, 1977)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Comptroller and Budget Director	John J. Palmeri, B.B.A., C.P.A. (1977)

Investment Officer	Richmond G. Littlefield, b.s., m.b.a., c.p.a. (1967, 1976)
Assistant Comptroller	Virginia M. Boone (Mrs.) (1965, 1972)
Superintendent of Maintenance and Operations	Henry P. Clook (1965, 1976)
Personnel Director	Roger E. Cole, a.b., m.b.a. (1974)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Maintenance Engineer	Maxwell E. Eaton, b.s. (1969, 1975)
Assistant Comptroller	Elaine M. Gmitter, a.b. (1973, 1976)
Director of Data Processing	Norman D. Hadley, a.b. (1966, 1968)
Manager of Publication and Communication Services	George H. Huban, b.s. (1940, 1975)
Cashier	Lela E. Ingleston (1973, 1976)
Manager of Golf Course, Snow Bowl	Ralph O. Myhre (1951)
Manager of College Store	Carl Peabody, b.s. (1962, 1964)
Director of Food Services	Gary M. Starr, b.s. (1977)
Book Department Manager, College Store	John C. Tulley (1970, 1975)
College Loan Officer	Barbara A. Wells, a.b., m.a. (1946, 1976)
Purchasing Agent, Director of Custodial Services	George W. Whitney, Jr., a.b. (1973, 1975)

ATHLETIC PROGRAM

Director of Athletics, Head Basketball Coach	G. Thomas Lawson, b.s. (1969)
Head Ski Coach, Cross Country Coach, Assistant Track Coach	Terry L. Aldrich, b.s. (1975)
Assistant Football Coach, Assistant Ski Coach, Assistant Lacrosse Coach	Charles N. Brush, a.b., (1972)
Head Lacrosse Coach, Assistant Hockey Coach, Assistant Football Coach	Dennis Daly, a.b. (1975)
Head Baseball Coach, Head Hockey Coach, Fall Golf Coach	Wendell F. Forbes, a.b., (1962)
Assistant Ski Coach, seasonal	Thomas B. Fulton, a.b. (1977)
Brown Pool Director, Tennis Coach	Joan T. Greiner (Mrs.), b.s. m.s. (1960)
Head Football Coach, Head Tennis Coach	Michael G. Heinecken, b.s., m.ed. (1973)
Swimming Coach, Lacrosse Coach	Carson Lessels, b.s. (1977)
Coordinator Women's Athletics, Physical Education Director, Field Hockey Coach	Mary E. Lick, a.b., m.s. (1956)
Intramural Director, Head Soccer Coach, Assistant Tennis Coach, Squash Coach	Ronald W. McEachen, b.s. (1974)
Assistant Athletic Trainer	Susan E. Murphy (Mrs.), a.b. (1976)
Assistant Ski Coach, seasonal	Peter D. Ord, a.b. (1977)

Assistant Basketball Coach, Assistant Soccer Coach, Spring Golf Coach	Russell Reilly, A.B., M.Ed. (1977)
Head Track Coach, Assistant Football Coach	Peter J. Sundheim, B.S. (1973)
Athletic Trainer	Richard W. Waterman (1956)

LANGUAGE SCHOOLS, BREAD LOAF

Director of the Language Schools	Roger M. Peel, Ph.D. (1969, 1973)
Assistant to the Director of the Language Schools, Dean of the Italian School	Gloria V. Vaglio, M.A. (1976, 1977)
Director of the Italian School	Alfred F. Alberico, Ph.D. (1975)
Director of the Russian School, Director of the School in Russia: Moscow	Robert L. Baker, Ph.D. (1967, 1977)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Dean of the Russian School	Thomas R. Beyer, Ph.D. (1977)
Director of the Spanish School, Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972, 1973)
Director of the French School	Jean Carduner, Ph.D. (1971)
Director of the Chinese School	Ta-Tuan Ch'en, Ph.D. (1967, 1969-73, 1976)
Dean of the Chinese and Japanese Schools	Nicholas R. Clifford, Ph.D. (1972)
Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1952, 1964)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Director of the School in France:Paris	Eve G. Katz, Ph.D. (1976)
Dean of the French School	Edward C. Knox, Ph.D. (1972, 1976)
Director of the Japanese School	Seiichi Makino, Ph.D. (1977)
Administrative Director of the Bread Loaf Writers' Conference	Edward A. Martin, Ph.D. (1961, 1972)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1964, 1972)
Director of the German School	Gérard Schneilin, Doctorat d'Etat (1971)
Dean of the Spanish School	Jon B. Strolle, Ph.D. (1976), on leave fall and winter terms 1977-78
Director of the School in Germany: Mainz	Ellen B. Summerfield, Ph.D. (1977)
Acting Dean of the Spanish School	Roberto Véguez, Ph.D. (Fall Term 1977)

The Faculty (1977-78)

OLIN C. ROBISON, A.B., Baylor; D.PHIL., Oxford
President, and Professor of Political Science (1975)

GEORGE B. SAUL, II, A.B., M.A., PH.D., University of Pennsylvania
Vice President for Academic Affairs (1976), Charles A. Dana Professor of Biology (1967)

PAUL M. CUBETA, A.B., Williams; PH.D., Yale
Vice President (1970), Professor of English (1952), Director of the Bread Loaf School of English (1964) on leave winter and spring terms 1977-78

JOHN SPENCER, A.B., Princeton; M.A., PH.D., Columbia
Dean of the College (1977), Assistant Professor of History (1974)

ROGER H. MARTIN, A.B., Drew; B.D., Yale; D.PHIL., Oxford
Assistant to the President (1977), Assistant Secretary of the Corporation (1977), Associate Director of Development for Foundations and Special Programs with rank of Assistant Professor of History (1976)

ROGER M. PFEL, A.B., University of Manchester, England; PH.D., Yale
Dean of Foreign Languages (1976), Director of Middlebury Language Schools (1973), Jean Thomson Fulton Professor of Spanish (1969)

RUSSELL J. LENG, A.B., Middlebury; PH.D., American University
Dean of Sciences (1977), Professor of Political Science (1966)

HENRY B. PRICKETT, A.B., Amherst; PH.D., Harvard
Dean of Arts and Humanities (1977); Henry Norman Hudson Professor of English (1948)

EVE ADLER, A.B., Queens College; M.A., Brandeis, PH.D., Cornell
Adjunct Assistant Professor of Classics (1977)

TERRY L. ALDRICH, B.S., St. Lawrence
Instructor in Physical Education (1975)

KENNETH MARSHALL ANDERSEN, JR., A.B., Middlebury; M.A., PH.D., Columbia
Visiting Assistant Professor of American Literature (1976)

GLENN M. ANDRES, B.ARCH., Cornell; M.F.A., PH.D., Princeton
Assistant Professor of Art (1970)

ALICIA ANDREU, A.B., Chapman; M.A., Wisconsin
Instructor in Spanish (1976)

DAVID H. ANDREWS, A.B., Ohio Wesleyan; M.A., PH.D., Cornell
Associate Professor of Anthropology (1968)

LEE W. BADGER, A.B., University of Missouri; M.A., PH.D., University of Colorado
Visiting Assistant Professor of Mathematics (winter and spring terms 1977-78)

ALEXANDRA BAKER, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972)

LYNNE RUDDER BAKER, A.B., M.A., PH.D., Vanderbilt
Assistant Professor of Philosophy (1976)

ROBERT L. BAKER, A.B., Colorado; M.A., PH.D., Michigan
Professor of Russian (1967), Director of the Russian School (1967), Director of the School in Russia, Moscow (1977)

BREWSTER BALDWIN, A.B., Williams; M.A., PH.D., Columbia
Professor of Geology (1958)

SIMON BARENBAUM, PH.D., Brown
George Adams Ellis Professor of French (1970)

STANLEY P. BATES, A.B., Dartmouth; A.B., M.A., Oxford; M.A., PH.D., Yale
Associate Professor of Philosophy (1971), on leave spring and winter terms 1977-78

HORACE P. BECK, A.B., PH.D., University of Pennsylvania
Professor of American Literature (1956)

WILLIAM H. BECKMANN, B.S., Davidson College; M.A., Cornell
Resident in Mathematics with rank of Lecturer (1977)

WAYNE HARRELL BELL, B.S., University of Miami; M.A., PH.D., Harvard
Assistant Professor of Biology (1971)

BETSY K. BENNETT, B.S., Denison; M.A.T., Northwestern
Lecturer in Mathematics (part-time) (1976)

DAVID A. BENNETT, B.S., Muskingum; M.A.T., Northwestern; PH.D., Cornell
Assistant Professor of Chemistry (1974)

JOHN DAVID BERNINGHAUSEN, A.B., University of Minnesota; M.A., Stanford
Lecturer in Chinese (1976)

JOHN ANTHONY BERTOLINI, A.B., Manhattan; M.A., PH.D., Columbia
Assistant Professor of English (1975)

DAVID M. BETHEA, A.B., Washington and Lee; M.S., Georgetown; M.PHIL., PH.D., University of Kansas
Assistant Professor of Russian (1977)

THOMAS R. BEYER, JR., B.S. Georgetown; M.A., PH.D., University of Kansas
Assistant Professor of Russian (1975), Dean of the Russian School (1977)

RONALD R. BIELLI, B.S., M.A., University of Vermont
Professor of Mathematics (1956)

LESLIE COLE BIGELOW, A.B., PH.D., Harvard
Professor of Philosophy (1952)

ALLEN H. BRAINERD, A.B., Dartmouth; M.A., Ohio State
Instructor in Geography (1976)

MICHAEL CHARLES BRAINERD, A.B., Hamilton; M.A., PH.D., Columbia
Assistant Professor of History (1974)

CHARLES NEWCOMB BRUSH, A.B., Middlebury
Instructor in Physical Education (1972)

DAVID A. BUMBECK, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Associate Professor of Art (1968)

ANA CARA WALKER, A.B., Middlebury; M.A., University of Pennsylvania
Instructor in Spanish (1976)

WILLIAM B. CATTON, A.B., M.A., University of Maryland; PH.D., Northwestern
Charles A. Dana Professor of History (1964)

JOHN H. CLAGETT, B.S., U.S. Naval Academy; PH.D., Yale
Professor of English (1955)

DAVID A. CLAGUE, A.B., University of California, Santa Barbara; PH.D., Scripps Institution of Oceanography
Assistant Professor of Geology (1957)

MICHAEL PAUL CLAUDON, A.B., University of California, Berkeley; PH.D., Johns Hopkins
Associate Professor of Economics (1970)

NICHOLAS R. CLIFFORD, A.B., Princeton; M.A., PH.D., Harvard
William R. Kenan Jr. Professor of History (1966)

ROBERT S. COCKERHAM, A.B., Central Washington State; M.S., Western Washington State
Visiting Instructor in Geology (1977-78)

CHARLES D. COLBERT, A.B., University of Chicago; M.A., Harvard
Instructor in Art (1975)

PATRICK J. COONEY, B.S., Fordham; M.A., PH.D., State University of New York, Stony Brook
Assistant Professor of Physics (1972)

MARY LYNNE CORN, B.S., Ohio State; M.S., University of Rochester; PH.D., Harvard
Assistant Professor of Biology (1977)

RICHARD CORNWALL, A.B., Princeton; PH.D., University of California, Berkeley
Adjunct Associate Professor of Economics (1977)

PETER COUGHLIN, A.B., M.A., PH.D., State University of New York, Albany
Assistant Professor of Economics (1976)

THOMAS COOPER COX, A.B., Kansas University; M.A., Princeton
Instructor in History (1976)

JOHN V. CRAVEN, A.B., Bowdoin; M.A., University of Colorado; PH.D., Syracuse
Professor of Economics (1956)

DENNIS A. DALY, A.B., Amherst
Instructor in Physical Education (1975)

THOMAS A. DAVIES, A.B., M.A., PH.D., Cambridge
Assistant Professor of Geology (1975), on leave 1977-78

SERGEJ DAVYDOV, A.B., Charles University, Prague; M.A., Munich University; M.PHIL., Yale
Instructor in Russian (1976)

STEPHEN DONADIO, A.B., Brandeis; M.A., The Sorbonne; PH.D., Columbia
Associate Professor of American Literature (1977), on leave 1977-78

MURRAY P. DRY, A.B., M.A., PH.D., University of Chicago
Associate Professor of Political Science (1968), on leave 1977-78

MARC A. EICHEN, A.B., PH.D., Clark
Resident in Geography with rank of Lecturer (1976)

JOHN CLARK ELDER, A.B., Pomona; PH.D., Yale
Assistant Professor of English (1973), on leave 1977-79

WALLACE M. ELTON, A.B., Dartmouth; M.A., PH.D., Michigan State
Assistant Professor of Geography (1976)

JOHN DAVID EMERSON, A.B., University of Rochester; M.S., PH.D., Cornell
Assistant Professor of Mathematics (1973).

ALBERT HUNTER EWELL, JR., A.B., Haverford; PH.D., New York University
Professor of Psychology (1952)

EMORY M. FANNING, B.M., Oberlin; M.M., Illinois; MUS.A.D., Boston University
Professor of Music (1967)

GIUSEPPE FAUSTINI, A.B., Immaculate Conception; M.A., Middlebury
Instructor in Italian (1977)

ROBERT L. FERM, A.B., College of Wooster; B.D., Yale Divinity School; PH.D., Yale
Professor of Religion (1964-65, 1969)

DANIEL J. FIORINO, A.B., Youngstown State University; M.A., PH.D., Johns Hopkins
Assistant Professor of Political Science (1975)

WENDELL F. FORBES, A.B., Middlebury
Assistant Professor of Physical Education (1962)

THOMAS M. GAVIN, A.B., M.A., University of Toledo
Assistant Professor of English (1975)

WILLIAM E. GLASSLEY, A.B., University of California, LaJolla; M.S., PH.D., University of Washington
Assistant Professor of Geology (1976)

ROBERT WILLARD GLEASON, A.B., Middlebury; PH.D., Massachusetts Institute of Technology
Professor of Chemistry (1960)

LYNN T. GOLDSMITH, A.B., Yale
Visiting Instructor in Psychology (winter and spring terms 1977-78)

ROBERT K. GOULD, B.S., University of Maine; M.S., PH.D., Brown
Professor of Physics (1968)

JOAN TOWNE GREINER, B.S., Skidmore; M.S., Smith
Professor of Physical Education (1960)

JAMES C. GRIESHEIMER, B.M., B.S., Ohio State University; M.M., Arizona State University
Instructor in Music (1976)

PAUL S. GRONER, A.B., Reed; M.PHIL., Yale
Resident in Religion with rank of Lecturer (1976)

PETER D. GRUDIN, A.B., Lehigh; M.A., PH.D., Harvard
Assistant Professor of English (1977)

KENNETH J. GUENTNER, A.B., M.A., University of Pittsburgh
Instructor in Economics (1975)

RUDOLF K. HAERLE, JR., A.B., Dartmouth; M.A., PH.D., University of Chicago
Professor of Sociology (1962-66, 1967)

GRANT H. HARNEST, A.B., Knox; PH.D., University of Virginia
Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1975), Professor of Chemistry (1943)

WILLIAM HARRIS, A.B., PH.D., Harvard
Associate Professor of Classics (1956)

SUSAN HAYWARD, A.B., M.A., PH.D., Exeter University, England
Assistant Professor of French (1976), on leave winter and spring terms 1977-78

URSULA MARGARETE HEIBGES, A.B., Catholic University of America; M.A., Columbia; PH.D., Bryn Mawr
Associate Professor of Classics (1961)

MICHAEL GEORGE HEINECKEN, B.S., M.ED., University of Delaware
Assistant Professor of Physical Education (1973)

ROBERT WEBBER HILL, JR., A.B., M.A., PH.D., Harvard
Professor of English (1966)

DANA HOLBY, B.F.A., Boston Conservatory of Music; M.F.A., Connecticut College
Instructor in Dance (1976)

THOMAS HUBER, M.A., University of Vermont; M.A., PH.D., Princeton
Professor of German (1966), Dean of the German School (1966)

JOHN MICHAEL HUNISAK, A.B., Williams; M.A., PH.D., New York University
Assistant Professor of Art (1970), on leave winter and spring terms 1977-78

J. ROWLAND ILLICK, A.B., Syracuse; PH.D., Harvard
Professor of Geography (1946)

Vito Imbasciani, A.B., State University College, Fredonia, N.Y.; M.A., Cornell
Instructor in Music (1976)

TRAVIS BEAL JACOBS, A.B., Princeton; M.A., PH.D., Columbia
Associate Professor of History (1965)

JACQUES ALBERT JIMENEZ, A.B., St. Patrick's College and Seminary; ED.D., University of Massachusetts
Assistant Professor of Education and Director of Teacher Education (1972)

EVE GOLDY KATZ, A.B., Radcliffe; M.A., University of California, Berkeley; PH.D., Yale
Associate Professor of French (1976), Director of the School in France, Paris (1976)

JOHN KEELER, A.B., University of Southern California, Los Angeles; M.A., Harvard
Instructor in Political Science (1977)

JOANNE KLEIN, A.B., M.A., University of California, Berkeley
Instructor in Theatre (1977)

EDWARD C. KNOX, A.B., Wesleyan; PH.D., Yale
Associate Professor of French (1969), Dean of the French School (1976)

JAMES ALLAN KRUPP, B.S., M.A., PH.D., University of Washington
Director of Academic Computation with rank of Assistant Professor (1973)

MARJORIE E. LAMBERTI, A.B., Smith; M.A., PH.D., Yale
Professor of History (1964)

JOANNE LANDESMAN, A.B., State University of New York, Buffalo; PH.D., University of California, Santa Cruz
Assistant Professor of English (1976)

C. RANDALL LANDGREN, B.A. Albion College; M.A., PH.D., Harvard
Assistant Professor of Biology (1977)

G. THOMAS LAWSON, B.S., Springfield College
Professor of Physical Education (1969), Director of Athletics (1977)

EDWARD W. Y. LEMON, JR., A.B., M.A., Harvard; PH.D., University of Massachusetts, Amherst
Visiting Assistant Professor of German (winter and spring terms 1977-78)

Carson Lessels, b.s., Springfield College
Instructor in Physical Education (1977)

Mary E. Lick, a.b., Lake Erie; m.s., Smith
Professor of Physical Education (1956), Director of Physical Education (1974)

David J. Littlefield, a.b., Spring Hill; m.a., ph.d., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953-56, 1959)

Karen L. Maguire, a.b., m.a., University of Connecticut
Instructor in French (1976)

Edward Alexander Martin, a.b., Princeton; m.a., ph.d., Columbia
Professor of English (1961), Administrative Director of the Bread Loaf Writers' Conference (1972)

Robert P. Martin, b.s., m.s., Central Connecticut State; m.a., ph.d., University of Maryland
Assistant Professor of Mathematics (1976)

John M. McCardell, Jr., a.b., Washington and Lee; ph.d., Harvard
Assistant Professor of History (1976)

Duncan J. McDonald, b.s., McGill; m.a., Harvard
Professor of Biology (1976), on leave 1977-79

Ronald Wright McEachen, b.s., West Virginia University
Instructor in Physical Education (1974)

Alex McFarlane, b.f.a., Maryland Institute; m.f.a., Columbia
Senior Resident in Art with rank of Assistant Professor (1976)

James P. McGough, a.b., University of Washington; m.a., ph.d., Michigan State
Assistant Professor of Anthropology (1976)

John P. McWilliams, Jr., a.b., Princeton; m.a., ph.d., Harvard
Associate Professor of American Literature (1977)

Walter A. Moyer, Jr., b.s., Philadelphia College of Pharmacy; ph.d., University of Delaware
Professor of Chemistry (1951-71), Associate Dean of the College for Special Admissions and Director of Career Counseling and Placement (1971)

Margaret K. Nelson, a.b., Swarthmore; ph.d., Columbia
Assistant Professor of Sociology (1975)

Paul E. Nelson, a.b., Augustana; m.a., ph.d., University of Chicago
Associate Professor of Political Science (1963)

Richard S. Nessen, a.b., Yale; m.ed., Stanford
Lecturer in Teacher Education (1975), Supervisor of Practice Teaching (1976)

Fred F. Neuberger, a.b., Middlebury
Director of Admissions (1955)

Joseph W. Neubert, a.b., Yale
Visiting Diplomat (1977-78)

Victor Lawrence Nuovo, a.b., Hope; b.d., New Brunswick Theological Seminary; ph.d., Columbia
Professor of Philosophy (1962)

Nancy M. O'Connor, a.b., Swarthmore; ph.d., Cornell
Assistant Professor of French (1977)

MICHAEL OLINICK, A.B., University of Michigan; M.A., PH.D., University of Wisconsin
Associate Professor of Mathematics (1970)

ROBERT PACK, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

PAUL J. PALATT, B.S., Lafayette; M.S.E., Michigan; PH.D., Case Western Reserve
Assistant Professor of Biology (1976), on leave winter and spring terms 1977-78

JOHN ALBERT PANDIANI, A.B., University of Notre Dame; M.A., PH.D., University of Connecticut
Assistant Professor of Scoiology (1975)

GAYLE R. PEMBERTON, A.B., University of Michigan; M.A., Harvard
Instructor in American Literature (1977)

BRUCE BIGELOW PETERSON, A.B., Middlebury; PH.D., Syracuse
Professor of Mathematics (1962), on leave winter and spring terms 1977-78

EDWIN L. POOL, B.S., PH.D., Iowa State
Professor of Chemistry (1954)

CHANDLER ARMSTRONG POTTER, A.B., Amherst; M.F.A., Yale
Professor of Drama (1956), Director of the Theatre (1976)

DAVID PRICE, A.B., Amherst; M.A., PH.D., Princeton
Assistant Professor of English (1970)

RENÉ PRIETO, M.A., The Sorbonne
Instructor in Spanish (1977)

DAVID LANGDON PROUTY, A.B., Colgate; PH.D., Tulane
Associate Professor of Psychology (1959), on leave winter and spring terms 1977-78

ROBERT F. REIFF, A.B., University of Rochester; PH.D., Columbia
Professor of Art (1958)

RUSSELL L. REILLY, A.B., Bates; M.ED., Boston University
Instructor in Physical Education (1977)

MARK RENDLEMAN, A.B., University of Washington; M.F.A., University of California, Santa Barbara
Assistant Professor of Art (1977)

CAROL RIFELJ, A.B., M.A., PH.D., Wisconsin
Assistant Professor of French (1972)

E. KIRK ROBERTS, A.B., Earlham; PH.D., Harvard
Professor of Chemistry (1952)

STEVEN C. ROCKEFELLER, A.B., Princeton; B.D., Union Theological Seminary; PH.D., Columbia
Assistant Professor of Religion (1971)

DAVID A. ROSENBERG, B.S., University of Pennsylvania; M.P.A., PH.D., Cornell
Assistant Professor of Political Science (1972), on leave 1977-78

RONALD E. RUCKER, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

CHARLES POWELL SCOTT, A.B., Ohio State; B.D., Princeton Theological Seminary
Chaplain and Professor of Religion (1951)

DAVID K. SMITH, A.B., Middlebury; PH.D., Harvard
Alumni Professor of Economics (1950)

PAUL MARTIN SOMMERS, A.B., University of California, Santa Cruz; M.A., University of Michigan; PH.D., University of California, San Diego
Assistant Professor of Economics (1976)

M. KIMBERLY SPARKS, A.B., PH.D., Princeton
Charles A. Dana Professor of German (1966), on leave winter and spring terms 1977-78

DOUGLAS C. SPRIGG, A.B., M.A., PH.D., University of Michigan
Assistant Professor of Drama (1975)

JON M. STROLLE, A.B., Oberlin; M.A., PH.D., Wisconsin
Assistant Professor of Spanish (1976), Dean of the Spanish School (1976), on leave fall and winter terms 1977-78

ELLEN B. SUMMERFIELD, A.B., University of Pennsylvania; M.A., PH.D., University of Connecticut
Assistant Professor of German (1975), Director of the School in Germany, Mainz (1977)

PETER J. SUNDHEIM, B.S., University of Delaware
Instructor in Physical Education (1973)

CHARLES MARIS TATUM, JR., A.B., Amherst; PH.D., Pennsylvania State University
Assistant Professor of Chemistry (1976)

BETSY K. THURBER, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

HARRIS E. THURBER, A.B., University of Vermont; PH.D., Princeton
Professor of Political Science (1947-49, 1951)

PARDON E. TILLINGHAST, A.B., Brown; PH.D., Harvard
Professor of History (1947)

GEORGE B. TODD, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Professor of Music (1965)

GLORIA V. VAGLIO, A.B., Adelphi; M.A., Middlebury
Lecturer in Italian, Assistant to Director of Language Schools and Dean of Foreign Languages, Dean of the Italian School (1976)

VAN HORN VAIL, A.B., University of Washington; M.A., PH.D., Princeton
Professor of German (1966)

ROBERTO A. VÉGUEZ, B.S., Columbia; M.A., PH.D., Wisconsin
Assistant Professor of Spanish (1972), Acting Dean of the Spanish School (fall 1977), on leave winter and spring terms 1977-78

JAN DAVID WALD, A.B., Northeastern; PH.D., Brandeis
Assistant Professor of Philosophy (1976)

CHRISTOPHER D. WATTERS, B.S., Notre Dame; M.A., PH.D., Princeton
Associate Professor of Biology (1968)

HUGH GRANT WHEELER, A.B., Maryland; M.A., PH.D., University of Michigan
Assistant Professor of Political Science (1976)

P. FRANK WINKLER, JR., B.S., California Institute of Technology; M.A., PH.D., Harvard
Associate Professor of Physics (1969)

KLAUS HEINRICH WOLFF, A.B., Wabash; PH.D., University of Chicago
Professor of Economics (1956)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; PH.D., Dartmouth
Assistant Professor of Physics (1976)

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Howard Eugene Woodin, B.S., M.S., Union; PH.D., Purdue
Professor of Biology (1953)

Michael Lester Woodruff, A.B., University of Michigan; M.S., PH.D., University of Florida
Assistant Professor of Psychology (1974)

Steven B. Young, A.B., Middlebury; M.S., University of Alaska; PH.D., Harvard
Adjunct Professor of Biology (1977)

Assistants In Instruction

Gregory Chiang Kuei-ke, A.B., National Taiwan University
Assistant in Chinese (1976)

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Assistant in German (1973), Secretary of German School (1975)

Holly V. McKenzie, A.B., Middlebury
Assistant in Biology (1976)

Judith Olinick, A.B., University of Michigan; PH.D., University of Wisconsin
Assistant in Russian (1976)

Sunhild Sipos
Assistant in German (1977)

Eunice H. Van Vleck, A.B., Vassar
Assistant in Teacher Education (1974),

Harold Peter Wimmer, A.B., M.S., Lehigh
Assistant in Biology (1972)

Emeriti

John Thayer andrews, A.B., M.A.
Professor Emeritus of Philosophy (1936); Emeritus, 1971

James Isbell Armstrong, A.B., PH.D., LL.D.; L.H.D., Bates; LITT.D.; L.H.D., Norwich
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., PH.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Douglas Stow Beers, PH.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Léa Zoé Binand, Brevet Supérieur
Assistant Professor Emerita of French (1929); Emerita, 1956.

Claude L. Bourcier, Agrégé de L'Université
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, ed.m., l.h.d.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Arthur Milton Brown, a.b.
Professor Emeritus of Physical Education (1918); Emeritus, 1956.

Philip W. Carruth, a.b., m.a., ph.d.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, m.a., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, a.b., ph.d.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

Richard W. Colman, Jr., a.b., m.a.
Professor Emeritus of Physical Education, Director Emeritus of Athletics (1968); Emeritus 1977

Reginald L. Cook, a.b., m.a., litt.d.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Stephen Albert Freeman, ph.d., ll.d., l.h.d., litt.d.
Professor Emeritus of French (1925), Vice President Emeritus (1943), Director Emeritus of the Language Schools (1946); Emeritus, 1963

Arthur Kelly David Healy, a.b., m.f.a., l.h.d.
Professor Emeritus of Fine Arts (1943); Emeritis, 1968

Harold Bradford Hitchcock, a.b., ph.d.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, a.b., m.a., ph.d.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, a.b.
Secretary Emerita of the Faculty (1937); Emerita, 1977

Elizabeth B. Kelly, a.b.
Dean Emerita of Women (1946); Emerita, 1970

Howard McCoy Munford, b.s., ph.d.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeitus, 1977

Walter J. Nelson, B.S.
Professor Emeritus of Physical Education (1932-36, 1946); Emeritus, 1972

Werner Neuse, ph.d., litt.d.
Professor Emeritus of German (1932); Emeritus, 1966

Berthe O. Normano
Lecturer Emerita in Russian (1960); Emerita, 1966

Russell George Sholes, m.a.
Professor Emeritus of Sociology (1927); Emeritus, 1963

J. Wilber Smith
Assistant Treasurer Emeritus (1926); Emeritus, 1972

ERIE T. VOLKERT, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

BENJAMIN FRANKLIN WISSLER, B.S., M.A., D.SC.
Alumni Professor Emeritus of Physics (1930); Emeritus, 1970

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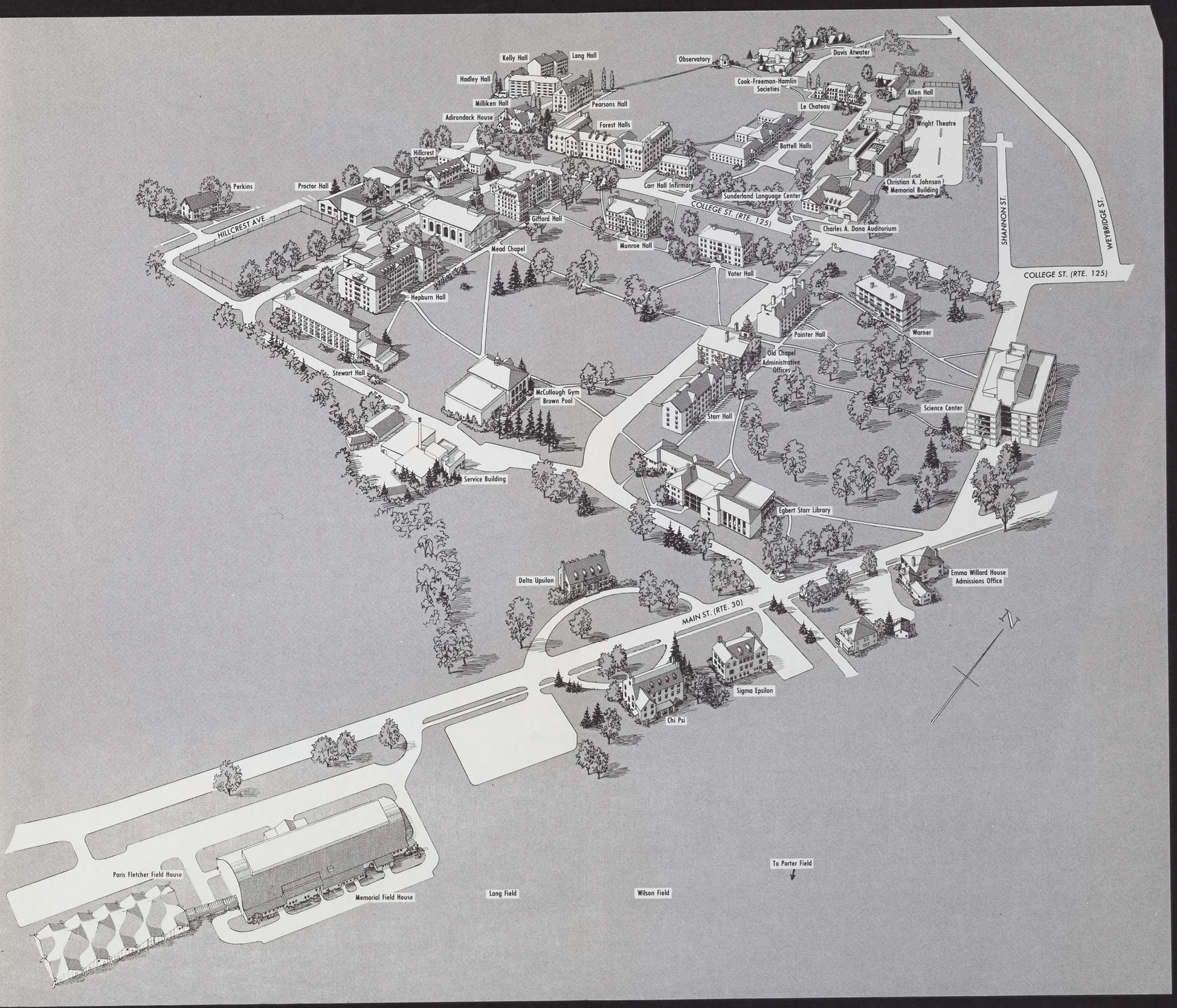
College Calendar, 1977-79

1977 *(Official)*		1978 *(Proposed)*
Sept. 6	Freshman Week begins	Sept. 5
Sept. 8	Fall Term Classes begin (8 a.m.)	Sept. 7
Sept. 11	Convocation (11 a.m.)	Sept. 10
Oct. 15	Homecoming	Sept. 30
Oct. 17-18	Mid-Term Recess	Oct. 16-17
Oct. 29	Parents' Weekend	Oct. 7
Nov. 17	College Meeting Night	Nov. 16
Nov. 19	Thanksgiving Recess begins (12 noon)	Nov. 18
Nov. 28	Classes resume (8 a.m.)	Nov. 27
Dec. 10	Fall Term Classes end (12 noon)	Dec. 9
Dec. 12	Reading Period begins	Dec. 11
Dec. 15	Final Examinations begin	Dec. 14
Dec. 20	Final Examinations end, Christmas recess begins	Dec. 19

1978		1979
Jan. 4	Winter Term begins (8 a.m.)	Jan. 3
Jan. 20-22	Alumni Winter Weekend	Jan. 26-28
Jan. 20-22	Black Weekend	
Feb. 3	Winter Term ends (12 noon), Winter Recess begins	Feb. 2
Feb. 13	Spring Term Classes begin (8 a.m.)	Feb. 12
Feb. 23	Winter Carnival Recess begins (5 p.m.)	Feb. 22
Feb. 27	Classes resume (8 a.m.)	Feb. 26
April 1	Spring Recess begins (12 noon)	March 31
April 10	Classes resume (8 a.m.)	April 9
April 20	College Meeting Night	April 19
May 13	Spring Term Classes end (12 noon)	May 12
May 15	General Examinations and Reading Period begin	May 14
May 18	Final Examinations begin	May 17
May 23	Final Examinations end	May 22
May 27	Baccalaureate	May 26
May 28	Commencement	May 27
June 2-4	Spring Reunions	June 1-3
June 17-Aug. 19	Language Schools	June 16-Aug. 18
June 28-Aug. 12	Bread Loaf School of English	June 27-Aug. 11
Aug. 15-27	Bread Loaf Writers' Conference	Aug. 14-26


Kelly Hall
Lang Hall
Observatory
Davis Atwater
Hadley Hall
Cook-Freeman-Hamlin Societies
Allen Hall
Milliken Hall
Pearsons Hall
Le Chateau
Adirondack House
Forest Halls
Wright Theatre
Battell Halls
Hillcrest
Perkins
Proctor Hall
Carr Hall Infirmary
Christian A. Johnson Memorial Building
Sunderland Language Center
COLLEGE ST. (RTE. 125)
HILLCREST AVE.
Gifford Hall
Charles A. Dana Auditorium
Mead Chapel
Munroe Hall
Voter Hall
SHANNON ST.
WEYBRIDGE ST.
COLLEGE ST. (RTE. 125)
Hepburn Hall
Painter Hall
Warner
Old Chapel Administrative Offices
Stewart Hall
McCullough Gym
Brown Pool
Starr Hall
Science Center
Service Building
Egbert Starr Library
Delta Upsilon
Emma Willard House Admissions Office
MAIN ST. (RTE. 30)
Sigma Epsilon
Chi Psi
Paris Fletcher Field House
Memorial Field House
Lang Field
Wilson Field
To Porter Field

CAMPUS MAP

DIRECTIONS FOR CORRESPONDENCE

For information about:		*Telephone Number Area Code 802*
General Information	Director of Public Affairs	388-7981
Admissions	Director of Admissions, Emma Willard House	388-4929
Alumni Affiars	Director of Alumni Relations, Forest Hall	388-7981
Athletics	Director of Athletics, Memorial Field House	388-7923
Business Matters	Business Manager, Service Building	388-7944
Career Counseling and Placement	Director of Career Counseling and Placement Adirondack House	388-4923
Gifts and Bequests	Director of Development, Forest Hall	388-7661
Educational Program	Dean of the College, Old Chapel	388-2858
Financial Aid	Director of Financial Aid, Emma Willard House	388-2849
Health of Student	Medical Director, Carr Hall Infirmary	388-2171
Language Schools Abroad	Director of Language Schools, Sunderland Language Center	388-7879
Payment of Bills	Comptroller, Old Chapel	388-7145
Publicity	Director of Public Affairs, Forest Hall	388-7981
Summer Schools:		
Bread Loaf School of English, Old Chapel		388-7662
Bread Loaf Writers Conference, Old Chapel		388-7662
Foreign Language Schools, Sunderland Language Center		388-7973
Student Information	Dean of Students, Old Chapel	388-7951

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